

NEW LESSONS IN LANGUAGE



GORDON
A.
SOUTHWORTH

THOMAS R. SHEWELL & COMPANY

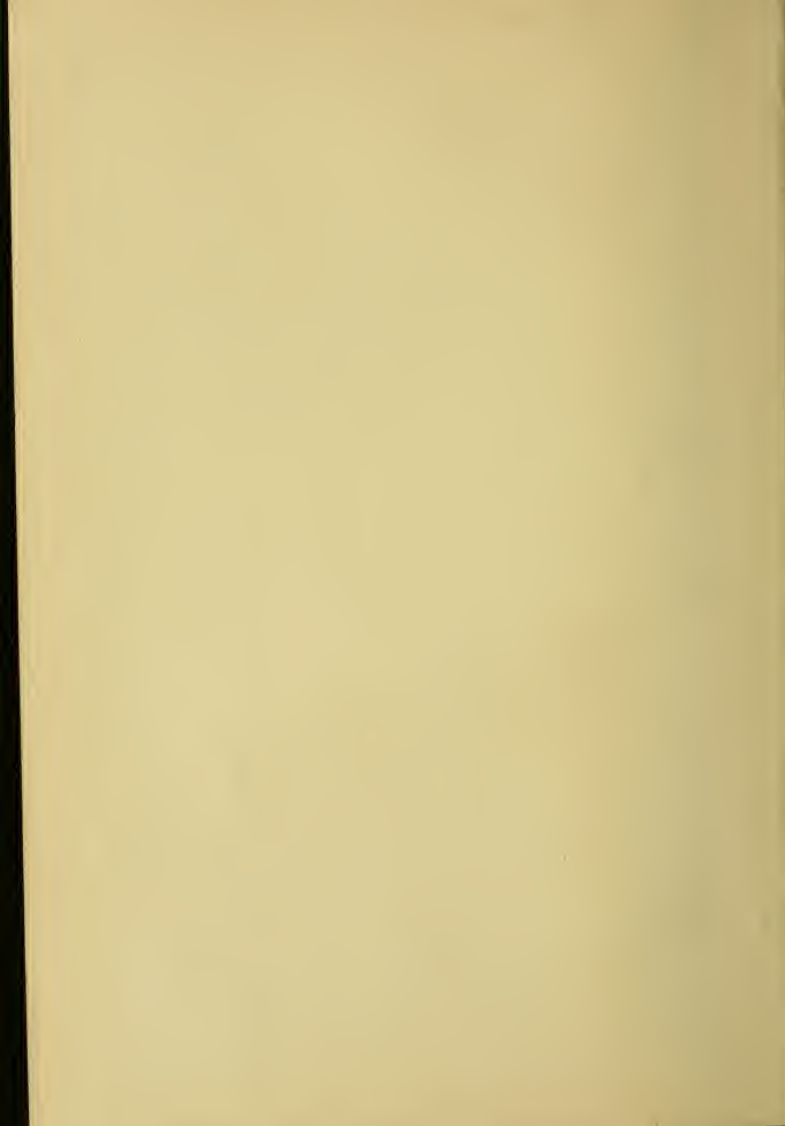


Class PE III

Book S 655

Copyright N^o _____

COPYRIGHT DEPOSIT.





NEW LESSONS IN LANGUAGE

*A BOOK FOR
INTERMEDIATE GRADES*

GORDON A. SOUTHWORTH

Superintendent of Schools, Somerville, Massachusetts

AUTHOR OF "OUR LANGUAGE" AND "ENGLISH GRAMMAR AND COMPOSITION"

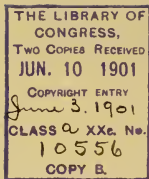
NO. 107 2



THOS. R. SHEWELL AND COMPANY

BOSTON NEW YORK CHICAGO

PE III
S655



COPYRIGHT, 1901.
By GORDON A. SOUTHWORTH.

WASHINGTON
SEP 10 1901

PREFACE.

THIS book provides a course in language to be used within the third, fourth, fifth, and sixth grades, covering either two or three years, according to the amount of time allowed for language work, the age of the pupils, and their previous training.

In its preparation the design has been —

(1) To create a liking for good literature by presenting worthy selections to be read, studied, copied, and learned.

(2) To help children to talk and write more freely about the many things that they see or know. Suggestive questions have been asked, in order to stimulate thought, to develop clear ideas, and to enable the learner to report more readily, both orally and in writing, what he has discovered. Provision has been made for a great amount of practice in talking and writing.

(3) To make children more and more observing, — especially in the field of natural science, — adding to their knowledge, and leading them to find out for themselves. Many illustrations are set before the children for descriptive and imaginative writing, and help is given in the form of leading questions.

(4) To make correct expression habitual, by calling for frequent repetition of the right forms, and by constantly suppressing the wrong.

(5) To secure the use of correct written forms by giving models for imitation, and by leading up to simple rules for the use of capitals, punctuation-marks, and word-forms, with examples and much work for practice.

(6) To give some acquaintance with the elementary principles of grammar.

Various methods are introduced which experience has shown to be attractive, thoroughly sound, and quickly effective; and it is confidently believed that children who do the work of the book under these methods will make great gain in talking and writing easily, clearly, and correctly, within the range of their knowledge.

Permission to use copyrighted matter from their publications has been kindly given by Messrs. Houghton, Mifflin & Co., of Boston, and by Messrs. D. Appleton & Co., of New York.

JUNE 1, 1901.

TO TEACHERS.

THIS book presupposes a wise and capable teacher who will use it with the attainments and needs of her pupils in mind, omitting here and supplementing there according to varying conditions.

Exercises in great variety are given for copying, for dictation, for reproduction of what has been learned, or read, or heard; for picture study and description; for letter-writing; for recording the results of observation and experience; for the use of words and their synonyms; for practice in the use of correct forms. Selections from the best literature are given to be studied and learned, and to furnish suggestions for kindred work from the school readers; ample provision is made for the correlation of nature work with language; and the elements of grammar are inductively presented.

These lessons are not of uniform length; they are graded, and those of a kind are arranged accordingly; but, in general, they are not dependent consecutively one upon another. The order of them, therefore, may often be changed at discretion; some may be omitted, some divided; others may be amplified and dwelt upon.

The inductive method has been followed throughout. A right use of the suggestive questions will lead to habits of thought, observation, and investigation along given lines.

Other questions may be added, but the direct giving of information will not often be necessary.

Oral lessons should precede and outnumber written lessons. Each exercise should be the subject of conversation and study before any attempt is made to write it. Ideas should be distinct in the child's mind. He should be trained to feel that the sentence is the unit of written discourse. Every exercise, in arrangement, matter, and execution, should be the best of which he is capable, and nothing short of it should ever be accepted.

Much is left to the personal direction and choice of the teacher, without whose skill and wisdom and enthusiasm no success in language teaching can be achieved.

Only a tithe of the requisite written work will be done unless pupils are trained from the outset to criticise and correct one another's papers.

N E W
LESSONS IN LANGUAGE

INTRODUCTORY.



"CAN'T YOU TALK?"

G. A. Holmes.

No, Towser, poor fellow, cannot talk. He can bark and whine and growl, and wag his tail, and lick his master's hand. In these ways he can show his feelings. So, too, Kitty can

mew and spit and purr. Only boys and girls, and men and women can talk. They are not "*dumb* animals." Indeed, man is the only animal that *thinks*, and so he is the only one that is given the power of speech, that he may express his thoughts.

The little boy in the picture who asks Towser this question cannot talk much. He has learned a few words by hearing others, and every day adds something to his power to let people know what he thinks or wants. As he grows older he learns new words and their meaning. He learns to pronounce his words distinctly and correctly. He understands the talk that he hears, and after a while can use spoken language quite well.

By and by he will go to school and learn how the sounds that he makes when talking are represented in printed letters or words. He will learn to read *written* language, and to express his thoughts by writing as well as by talking. And all this time he is learning new words and their meaning,—how to pronounce them in speaking and how to spell them in writing.

But more than this. At first he could speak but a single word, or perhaps two. Very soon, however, he put several words together, and his thoughts and wishes and questions took the form of sentences. Now whenever he talks or writes he uses words in sentences of much the same kind that he finds in books when he reads.

All of us have had pretty much the same experience. We have learned to talk, to read, and to write. But there is a right way and a wrong way to talk and to write. We wish to avoid the ways of speaking that ignorant people use, and to learn to imitate the speech of educated men and women. We wish not only to express our thoughts easily, but also to express them correctly and gracefully. We wish to be able

to choose the right words when we speak or write ; to arrange our words properly in sentences ; and to put our sentences together in the way that will best express our thoughts. And this is our purpose in studying this little book of "Language Lessons." If we are thoughtful and studious and persevering we shall by practice become skillful in the use of language, and even our speech and writing will become worthy of imitation by others.

LESSON 1.—What is a Statement ?

When we talk or write we put our words into groups called *Sentences*.

Make a sentence that asks something about the picture on page one.

Some sentences *ask questions*.

What command might be given to the dog ?

What request might he make if he could talk ?

Some sentences *command* or *request* some one to do something.

Make a sentence that tells what the child is doing.

Most of our sentences *tell what we think or know*.

Which of the following sentences ask questions ?

Which of them tell something ?

Which one contains a command ?

1. What is the name of this picture ?
2. The name of the artist is G. A. Holmes.
3. Look carefully at the face of the dog.
4. Why does the kitten stop in the doorway ?

5. The child is not afraid of the dog.
6. They are looking into each other's eyes.
7. How should we treat dumb animals?

In answer to the following questions, make spoken sentences or statements that will tell something about the picture : —

What would be a good name for the dog?
How old do you think the boy is?
How many animals in the picture?
Which of them interests you most?

A sentence that tells something is a statement.

2.—How Statements begin and end.

Ex. 1. *Here are some answers to the questions in Lesson 1. Make a careful copy of them.*

Towser would be a good name for the dog.
I think the boy is three years old.
There are three animals in the picture.
The boy interests me most.

1. In copying these sentences how many capital letters did you make?
2. Which words did you begin with capitals?
3. Where is the capital used in each sentence?
4. What mark did you use to show that a sentence was ended? *

A statement should begin with a capital and end with a period.

Ex. 2. *Write answers to the questions in Lesson 1.*

* *To the Teacher.*—These, and similar questions and directions throughout the book, are for the pupil to read aloud and answer. If they are not sufficient to develop the given subject and lead the learner to see without actually being told, they at least present a method, and may easily be supplemented by the teacher. Do not ask questions that contain the whole answer in themselves: let the questions call for thought and reasoning.

3. — Practice in making Statements.

Ex. 1. *Make complete oral statements by telling what these do :*

horses	furnaces	merchants	artists
cows	watches	farmers	teachers

Write the statements that you have made.

Ex. 2. *Make complete oral statements telling what these are, and then write them :*

fish	a tumbler	doctors	stars
quadruped	scissors	oranges	veal

Ex. 3. *Tell of what and by whom these things are made, first in oral and then in written statements :*

shoes	butter	candy	houses
coats	bread	doors	bonnets

4. — The Words I and O.

Here are some sentences from a girl's letter. Do you think they were written correctly ?

Father and I went boating last week.

We had a delightful sail.

O, how I wished you were there.

1. There are three words in our language that contain only one letter. Can you tell what they are? 2. Two of them are always written with capitals. Which two are they? 3. Who is meant by "I" in the first sentence?

4. Tell what you did yesterday. 5. When you mention yourself, what word do you use? 6. Tell what you and some friend expect to do to-morrow. 7. Would it have been proper to say, "I and father went boating?" 8. Give your reason.

In writing, the words I and O should always be capitals.

5. — A Story to Tell.

Hear this story read, or read it carefully yourself, and then tell it to your classmates.

WASHINGTON'S LOVE FOR HIS MOTHER.

When George Washington was about eleven years of age his father died, and his mother was left with five children. She was a woman of strong will and noble character, and brought up her children wisely as every good mother does.

George always showed a strong love for his mother. He was kind and obedient, and tried in every way to make her comfortable and happy.

Their home was on the bank of the river. Merchant vessels and war-ships passed frequently, and often stopped at the landing near by. George greatly enjoyed visits to these vessels. He liked to hear the stories of sea-life and adventure that the sailors told. He was soon filled with a strong desire to become a sailor.

His older brothers encouraged him, and after much pleading his mother gave her unwilling consent. Arrangements were soon made. His chest was packed and sent to the landing. When George came to bid his mother good-by, the tears rolling down her cheeks said more plainly than any words, "Don't go, my dear boy!" His loving heart was touched, and he said to himself, "I cannot so grieve my dear mother, the best of earthly friends!" And so he gave up his darling project. This was the turning point in his career.

This good mother died in 1789 at the age of eighty-two. She lived to see her son loved and honored throughout the world. When people praised him in her presence, she only said, "Yes, George was always a good boy!"

6. — About Paragraphs.

Notice that in the story of Washington in Lesson 5 there are nineteen sentences. These sentences are separated into five groups. Each group of sentences is called a *Paragraph*. How many sentences in each paragraph? Where does the first word of each paragraph begin?

We should always begin the first word of a written paragraph about an inch from the edge, or margin, of the paper. This is called *indenting* it.

Compare the space between two printed words with the space between two sentences.

We should always leave a space of at least half an inch between two sentences in a paragraph when writing.

Boys and girls are very apt to join their sentences together by using *and*. Be careful to make your sentences short, distinct, and separate.*

EX. 1. *Copy the following story, remembering everything that you have learned in this lesson.*

EX. 2. *Write the story from memory at some time.*

HOW TO GET BREAKFAST.

It was early one summer morning. There were four little chickens in a group. They were all peeping. One would have liked a fresh green leaf. Another was hungry for some sweet yellow meal. The third was waiting for some kind of bug. A nice fat worm would have made the fourth one happy.

Then the mother-hen in the garden close by clucked and fluttered, as if to say: If you want any breakfast, you must come here and scratch.

* *To the Teacher.* — From the outset the pupil should have practice in copying brief and suitable selections in both prose and verse. The indention of the paragraph, margins, the spacing between words and sentences, the use of capitals and punctuation marks, as well as the penmanship, should receive especial attention. Memorized selections should be written. Perfect copies should be demanded.

7. — The Cat.*



1. Describe a cat's position when watching for mice. 2. How does she catch a mouse? 3. What does she do before killing it? 4. With what does she tear it in pieces? 5. How do these differ from her other teeth? 6. Describe her tongue and its uses.

7. If attacked by a dog, where does she run? 8. Why can she climb so easily? 9. If caught by a dog, what could she do? 10. How many claws has she on her fore paws? On her hind paws? 11. Where are they when not in use? 12. Why does she make no noise in walking?

13. When does she seek her prey? 14. What other animals are active at night? 15. Tell about the cat's eyes. 16. What has the cat on the sides of her face? Name them from their use. 17. What use does the cat make of her tongue? 18. How does she show fear? Anger? Contentment? 19. Of what use is the cat to man? 20. What is meant by a *domestic* animal?

EX. 1. *After a conversation about the cat, answer these questions orally in complete sentences and then write three paragraphs on the subject.*

* *To the Teacher.* — Throughout this book there are many lessons for correlation of language and elementary science. Before any attempt is made to write a lesson, there should be careful observation and study from the actual object if possible and one or more conversation lessons upon it. The questions will aid in the orderly arrangement of the child's sentences.

8. — A Story to Tell.

First tell and then write the story of "Pet's Trip to Boston." as suggested by the picture in Lesson 7.

You can tell who wanted her; about the fun in catching her; how she felt about getting into the basket; what was in the basket with her; what was on the card; about her long trip; how she felt in the dark; how glad she was to see the light again; how she liked her new home; what your friend thought of the gift.

You may make two paragraphs.

9. — A Stanza to Copy.

1. How many lines or verses does this stanza of poetry contain?
2. At the end of the lines what words sound somewhat alike, or *rhyme*?
3. With what kind of letter does each line begin?
4. Which lines are indented alike? In writing poetry, lines that rhyme are indented alike.

Deep in a mountain valley
A brook goes tumbling loud;
Yesterday, up in heaven,
It was a summer cloud.

Copy this stanza, learn it, and at some time write it from memory.

Every line of poetry should begin with a capital.

10. How to Write Questions.

1. What is a statement?
2. How must it begin and end?
3. How many questions are there in Lesson 7?
4. How do you know that they are questions?
5. Make a question-mark on the blackboard. Did you ever hear a longer name for it?

6. Ask your teacher a question about the clock. 7. Write the same question on the blackboard. 8. How did you begin it and end it?

Ex. 1. *Answer these questions in complete statements: —*

How many hours are there in a day?

At what hour does the day begin?

Where does the rain come from?

Ex. 2. *Ask questions orally about the following things: —*

water	frogs	this book	raisins
lamps	robins	maple sugar	milk

Ex. 3. *Write the questions you have asked.*

Questions should begin with capitals and end with question-marks.

11. A Choice of Words.

Some words sound alike, but differ both in spelling and in meaning. For example: —

Before you *write* choose the *right* word.

Ex. 1. *Supply the right word in each sentence: —*

rode	ate	blue	flower
blew	flour	road	eight

—— pints make a gallon.

The golden-rod is an autumn ——.

What makes the sky ——?

Which of you —— to town?

EX. 2. Write five words pronounced like these but differently spelled : —

sew raise mane weighs vain

EX. 3. Write four statements and four questions, using one of these words in each : —

cent grate hour bear pale
sent great our bare pail

12. — How to write Names of Persons.



Here are five happy children. Let us give them names.

The largest girl is Mabel Morse.

The boy on his knees is her brother, Chester Morse.

The large boy is Charles Edward Grant.

The other girls are his sisters, Laura and Ellen.

1. Do these children all belong to the same family? 2. Why do you think so? 3. To what family does Laura belong? 4. What are the *family* names of all these children? 5. What is your last name? 6. Of what family are you a member? 7. What is the last name of Chester's father?

8. Read the names that were given to the Grant children by their parents. Do you see why we call these names "given" names? 9. What are the given names of the Morse children? 10. What is your given name? 11. Who gave it to you?

12. How does each one of these names begin? 13. How many capitals in the large boy's name? 14. He sometimes writes it, Charles E. Grant, or C. E. Grant. What does the E. stand for?

15. The first letter of a word is called an *initial* letter. What are the initial letters of Mabel Morse's name? 16. What are your initials? 17. Write them with a period after each.

EX. 1. *Write in statements:—*

Your name; your father's name; your mother's name; the name of your teacher; the name of your most intimate friend.

Each word in a person's name should begin with a capital.

Initial letters, when used instead of the name, must be capitals with periods after them.

EX. 2. *Write each of these sentences after hearing it read only once by your teacher:—*

I must always do my best.

O what can little hands do?

Where are the frogs in the winter?

Who was John Paul Jones?

William T. Sherman was a patriot?

Queen Victoria died in 1901.

13.—Story from a Picture.

Tell and write about "Mabel Morse's Picnic Party."

You will say where it was, — who were invited, — their preparations, — how they went, — all about the place, — what they did, — the loss of Chester's hat, — the luncheon, — the return.

14.—The Robin's Advice.

Down in a field, one day in June,
The flowers all bloomed together,
Save one, who tried to hide herself,
And drooped, that pleasant weather.

A robin that had flown too high,
And felt a little lazy,
Was resting near this buttercup,
Who wished she were a daisy.

For daisies grow so trig and tall ;
She always had a passion
For wearing frills about her neck
In just the daisies' fashion.

And buttercups must always be
The same old tiresome color,
While daisies dress in gold and white,
Although their gold is duller.

"Dear Robin," said this sad young flower,
"Perhaps you'd not mind trying
To find a nice white frill for me,
Some day when you are flying."

"You silly thing!" the robin said ;
"I think you must be crazy !
I'd rather be my honest self
Than any made-up daisy.

"You're nicer in your own bright gown,
The little children love you :
Be the best buttercup you can,
And think no flower above you.

“ Though swallows leave me out of sight,
We'd better keep our places;
Perhaps the world would all go wrong
With one too many daisies.

“ Look bravely up into the sky,
And be content with knowing
That God wished for a buttercup
Just here where you are growing.”

— SARAH ORNE JEWETT.

Study this poem and then tell or write the story. Follow this order: —

1. The cause of the buttercup's discontent. 2. Its request. 3. The robin's advice. 4. The lesson the story teaches.

15.—Titles used with Names of Persons.

1. What is your teacher's full name? 2. When you speak to her, do you use her first name? 3. What do you call her? 4. Is *Miss* a part of her name, or is it only a title that may apply to many other persons? 5. Mention some other teachers whom you know.

6. What gentleman lives in the house next to yours? 7. What storekeeper do you know? 8. Do you think it more respectful to say Brown, or Mister Brown? 9. Which is the name, and which is the title?

10. Would your teacher speak of Charlie Wood's mother as Miss Wood, or in some other way? 11. Why? 12. How would she speak of your mother? 13. What would you call Mister Rice's wife?

14. What title do we give to a woman who is married?

In writing the titles, *Mister* and *Mistress*, we always abbreviate or shorten them. Thus:—

“ Mister Hill ” is written Mr. Hill.

“ Mistress Hill ” is written Mrs. Hill.

Mrs. is pronounced "Missis." The short title *Miss* is never abbreviated.

Read this sentence : —

Mr. Walker, Mrs. Davis, and Miss Cole have visited our school.

1. What does *Mr.* stand for? 2. *Mrs.*? 3. How do these abbreviations begin? 4. What mark follows them? 5. Why is there no period after *Miss*?

Ex. 1. *Write these sentences, filling the blanks with names and titles : —*

—— is a good blacksmith. His wife is called ——.
and —— have three sons. My teacher is ——.
—— is a young, unmarried woman.

Titles used with names of persons should begin with capitals.

Abbreviations should have periods after them.

Ex. 2. *Learn these abbreviations and the words for which they stand : —*

Dr. stands for Doctor.

Jr. stands for Junior.

Rev. stands for Reverend.

St. stands for Street.

Hon. stands for Honorable.

Ave. stands for Avenue.

Ex. 3. *Make a list of the names of ten people that you know, using every title and abbreviation in this lesson.*

Ex. 4. *Write the following sentences after having read them once : —*

Write to Dr. Thomas C. Warren.

Rev. Robert W. Ward is a clergyman.

Mr. and Mrs. Davis and Miss Davis have called.

What is the name of the father of James Long, Jr.?

16. — Names of Cities, Towns, and Streets.



This train runs from Portland, Maine, to Boston.

Dr. Gay lives on Spring St., in the town of Andover.

His office-boy is driving in Woodland Ave.

1. What cities are named in these sentences? 2. What town?
3. With what kind of letter do their names begin? 4. Why does *Boston* begin with a capital? 5. What street is named? 6. What avenue?
7. How do their names begin? 8. In what state is Portland?
9. How should you write the name of it?

EX. 1. *Write statements in answer to these questions: —*

1. In what city or town do you live? 2. In what state?
3. On what street is your dwelling-house? 4. What city have you visited? 5. Where does your uncle live?

Names of cities, towns, states, and streets should begin with capitals.

EX. 2. *Write these sentences after hearing them read once : —*

Has Mrs. Rand gone to New York?
Mr. Long and Dr. White are in Washington.
How far is it from Boston to Salem?
Does Miss Sarah Short live on Pearl St.?
Rev. J. H. Reed lives on Columbus Ave.

17.—A Picture Study.

EX. 1. *Try to make up for your teacher an interesting story about the picture in Lesson 16. If you do not think of much to say, ask yourself questions about —*

What is in sight. What draws the train. What it runs upon. How fast the train moves. Who are in it. Where it stops. Why.

Where Dr. Gay has been left. Where the boy is going. What kind of horse he has. What kind of carriage. Why the horse has stopped. How he feels. The danger. The warning of the engineer.

EX. 2. *Write the description or the story that you have made.*

18.—The Turtle.

Carefully observe a turtle, and after telling orally what you can about it, write a composition on the subject. These questions will suggest something to say.

1. Where do turtles live?
2. What is the color of the bottom of a stream?
3. Why is the turtle dark above?
4. What might happen to a turtle when walking on the land?
5. Why does it have a hard shell?

6. If you touch a turtle, what will it do? 7. What kind of legs has it? 8. For which are they better fitted, walking or swimming? 9. To what bones does the shell of the turtle compare?

10. Where does the turtle lay its eggs? 11. Does the mother care for the little ones? 12. Have they teeth? 13. What do they eat? 14. Where do they stay in winter? 15. Name several kinds of turtles.

19.—A Selection to Learn.

Of the following four selections learn the one that you understand and like the best, and at some time write it from memory.

KINDNESS AND TRUTH.

True worth is in being, not seeming,—
In doing, each day that goes by,
Some little good,—not in dreaming
Of great things to do by and by.
For whatever men say in their blindness,
And spite of the fancies of youth,
There's nothing so kingly as Kindness,
And nothing so royal as Truth.

PERSEVERANCE.

Never give up! for the wisest is boldest,
Knowing that Providence mingles the cup;
And of all maxims the best, as the oldest,
Is the true watchword of—Never give up!

CHARITY.

Believe not each accusing tongue,
As most weak people do;
But still believe that story wrong
Which ought not to be true.

IDLE WORDS.

O, many a shaft at random sent
Finds mark the archer little meant!
And many a word at random spoken
May soothe or wound a heart that's broken!

20. — A Choice of Words.

Ex. 1. *Write five statements and five questions, using one of these words in each : —*

led	no	meat	new	wood
lead	know	meet	knew	would

Ex. 2. *Spell a word similar in sound to each of the following, and use it in a sentence : —*

bin	pane	right	see	son	pair
bow	red	lain	sale	sum	rows

Ex. 3. *Make a list of other words, that sound alike but differ in meaning.*

21. — Contractions.

Frank <i>is not</i> here.	Frank <i>isn't</i> here.
I <i>was not</i> absent.	I <i>wasn't</i> absent.
Mary <i>has not</i> gone.	Mary <i>hasn't</i> gone.

1. Read the sentences that are alike in meaning. 2. How are they unlike? 3. How do we make *isn't* from *is not*? 4. Of what words is *wasn't* made? 5. What letter is omitted in the short, or contracted, form? 6. What takes its place?

Not is often contracted to *n't*, and written as part of the word before it. The *apostrophe* [''] takes the place of the letter left out.

EX. 1. *Write contractions of the following expressions: use them first in statements and then in questions:—*

is not	does not	had not
was not	did not	have not
would not	has not	do not

22.—A Description of a Slate.

EX. 1. *Place your slate on your desk and answer these questions about it orally. Make complete statements.*

1. What is on your desk? 2. In shape is it square or oblong? 3. About how long and wide is it? 4. How many parts has it? What are they?

5. Is the slate animal, vegetable, or mineral? 6. Did it come out of a mine or a quarry? 7. Is its surface rough or smooth? 8. Has it lines ruled on it?

9. Of what is the frame made? Do you know the kind? 10. In how many pieces? 11. Where and how are they fastened together? 12. What keeps the slate from falling out? 13. Has the frame a cover? 14. What is the cover for? 15. For what do you use your slate?

EX. 2. *Write a description of your slate in three paragraphs by answering the questions.*

23.—Names that mean More than One.



1. Tell which of these words name a *single* thing only: —

bird	ducks	girl	boats	tree
birds	duck	girls	boat	trees

2. Mention those that name *more than one* thing. 3. What letter would you add to *duck* to make it mean more than one? 4. How would you change *oars* to make it mean only one? 5. How do we change names that mean *one* thing so that they will mean *more than one*?

A word that names only a **single** thing is called **singular**.

A word that names **more than one** is called **plural**.

Ex. 1. *Spell the plural of* —

rose	pencil	slate	robin	rail
book	pen	clock	lion	letter

EX. 2. Write these sentences, changing the singular names to plural names : —

Have you sent the *barrel* ?
Can the *cobbler* mend my *shoe* ?
What made the *rainbow* disappear ?
The *bluejay* made the *nest* in the *tree*.
I have searched both *house* and *barn*.

Most singular names are made plural by adding s.

EX. 3. Make the names in this selection plural. It is worth learning.

The robin had built in the apple-tree high ;
Low down in the moss dwelt the sparrow so shy ;
The wren wove her nest in the jessamine fair ;
The oriole hung up his castle-in-air —
Heigh-ho ! how do they know
Every summer to build them just so ?

24.—A Talk about Leaves.

1. In what season do the leaves first appear? 2. How did that season get its name? 3. What do the leaves come out from? 4. When were these buds formed? 5. How were they kept from freezing during the winter?

6. Why is autumn called the fall of the year? 7. Do you know of any tree that does not shed all its leaves in autumn? 8. Name some trees that are never bare. What name is given to this kind of trees? 9. What are the slender leaves of pine trees called? 10. Of what use to little plants are fallen leaves? 11. What other uses have they? 12. In what countries are the trees leafy all the year?

Put what you have been saying into a little composition about leaves.

25.—Stories to be Told.

Ex. 1. *Read this story silently twice, and then try to tell it to your classmates :—*

Patty had received a doll's trunk at Christmas; and as Prue seemed to wish for one, the grandmamma, who acted as "fairy godmother" to the children, gave her one for her birthday.

It happened to be a little smaller than Patty's, and Patty liked nothing better than to call Prue's attention to the fact.

Prue bore it very well; but finally, when Patty said with a pitying air, "Prue, I'm so used to my big trunk that when I look at yours it looks so small to me!" Prue turned quickly to say, —

"Well, I don't care, Patty, you're not a bit nice! It isn't the *smallness* you ought to look at when anybody gives you anything — it's the *kindness*!"

Ex. 2. *Write this story, using the following words in place of those that mean about the same :—*

Clergyman; intelligent; Sabbath; inform; in what place; quickly; answered.

An English minister once said to a bright little girl in his Sunday-school, "If you will tell me where God is, I will give you an orange."

"If you will tell me where He is not," promptly replied the little girl, "I will give you two."

26.—A Picture Described.

Describe to your teacher the picture in Lesson 23.

These questions may help you. Your teacher will explain what is meant by the foreground or background of a picture.

1. How many persons do you see? 2. What is each one doing? 3. Describe the dress of each. 4. What else do you see? 5. What may the basket contain? 6. What conversation may be going on? 7. Tell a story suggested by the picture.

27. — Forms of Names to show the Owner.



This *boy's* name is Frank.

Frank's boat is a sloop.

The *sloop's* sails are both set.

1. To whom does this name "Frank" belong? 2. Who is the *owner* of the boat? 3. What word shows to what the sails belong? 4. What is the ending of these names: *boy's*, *Frank's*, *sloop's*? 5. For what do you think the 's is used?

When we add 's (apostrophe-s) to the name of the owner, it shows possession; that is, we show **to whom** or **to what** something belongs.

Such names are called **possessives**.

Ex. 1. *Mention the possessives and tell what each shows: —*

The king's palace; the spider's web; the bird's song.

EX. 2. *Copy these sentences, filling the blanks with names that will show to whom or to what the object belongs: —*

This is Dr. — horse and carriage.
Where is Mr. — house?
— sister is much older than mine.
— drawing is prettier than —
The — song is sweeter than the —.
The — tongue is rough.
The — blood is cold.

We add 's to singular names to form possessives.

EX. 3. *Hear these sentences read once, and then write them correctly: —*

Franklin's kite was made of silk.
Hasn't Mr. Stone heard the news?
Our friend's letter must be answered.
Are not two mistakes too many?
Charles's pen doesn't write.

28. — A Description and a Story.

EX. 1. *Make up a story from the picture in Lesson 27. Call it Frank's Birthday Present. Think it over, and then tell it to your classmates.*

These phrases may suggest a part of what you will say: —

Frank Hale — living in country — just ten years — an express package — his Uncle James. Eager to sail it — mother's permission — early Saturday morning — mill-pond — two hours — great sport — message to uncle.

EX. 2. *Write the story, dividing it into two paragraphs.*

29. — A Choice of Forms.

That farmer's trees are loaded with apples.

The farmers plow in the spring.

1. What is a farmer? 2. How many do we mention in the first sentence? 3. How many in the second? 4. What is the plural of *farmer*? 5. To whom do the trees belong? 6. Spell the possessive of *farmer*? 7. How do the *plural* and the *possessive* of *farmer* differ?

Ex. 1. *Spell the plural of —*

barn	hoe	wagon	churn	cow
rake	horse	cart	turkey	scythe

Spell the possessive of these words.

Ex. 2. *In the following sentences supply either the plural or the possessive of these words, as you think right : —*

friend sailor monkey rabbit

1. Good ——— seldom quarrel.
2. My ——— house was burned last night.
3. What do ——— do for us?
4. A——— life is full of danger.
5. The ——— face is almost human.
6. ——— are found in Brazil.
7. We found a ——— tracks in the snow.
8. They never shoot ——— for sport.

Ex. 3. *Write these sentences after hearing them read once : —*

Is every pupil's book shut?
Are all the pupils here to-day?
Miss Hunt's poems make a volume.
There goes the doctor's horse!
Well people need no doctors.

30. — A Little Poem to Study.

DOING ITS BEST.

I am but a tiny cricket,
Living in a summer thicket —
 There I take my rest.
Many songs are gayer, prouder;
Many a voice is sweeter, louder —
 But I do my best.

In my song there's no complaining,
Even when the sky is raining;
 Birds fly east and west —
Silent hide in leafy cover;
But I chirp till all is over,
 Doing still my best!

Ex. 1. *Find in the poem answers to these questions: —*

1. What is it that seems to be talking? 2. Where is its home?
3. What does *tiny* mean? 4. What songs are sweeter than a cricket's?
5. What do we call the music that this insect makes? 6. Can you find out how he makes it? 7. What do the birds do when it rains? 8. What does the cricket do then? 9. What example does the cricket set for us? 10. What good motto do these lines suggest?

Ex. 2. *Learn these stanzas, and write them from memory.*

Ex. 3. *Write the following as six lines of poetry. Indent every other line, beginning with the second. There should be nine capitals.*

“I would not hurt a living thing, however weak or small;
the beasts that graze, the birds that sing, our father made them
all; without his notice, I have read, a sparrow cannot fall.”



31.—A Description of a Watch.

Ex. 1. *Give your teacher and classmates an oral description of a watch.* These questions may help you, but there is much more for you to say:—

1. What is the use of a watch? 2. Of what is it commonly made? 3. What are the two chief parts? 4. Why is the case needed? 5. What is the use of the works? 6. What is the use of the glass? 7. On the face are twelve ——. 8. What does each of the three hands show? 9. How is the watch kept going? 10. Why is chain needed? 11. Where are watches made? 12. How does a watch differ from a clock? 13. What is a sun-dial? An hour-glass?

Ex. 2. *Write what you can about "A Watch," without looking in your book.*

32.—The Study of a Picture.

Meyer von Bremen was a German artist who was very fond of children, and delighted to paint them. Let us study this picture of "The Little Brother."

Ex. 1. 1. Around what does interest center in the picture? 2. Describe the expression upon each face. 3. Describe the appearance of the younger girl. 4. What signs of affection are shown? 5. Describe the furniture of the room. 6. How has the boat been made? 7. What else in the picture interests you? 8. Can you find other pictures by this artist?

Ex. 2. *Write a story suggested by the picture. Call it "The Happy Family."*

33.—Names of Days and Months.

EX. 1. *Fill the blanks in these sentences, with words, not with figures :—*

Sixty seconds make a ——. In an —— there are —— minutes. Twenty-four —— are a ——. —— days make a ——. Their names are Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. Saturday A.M. means Saturday *before noon*. Monday P.M. means Monday *after noon*.

EX. 2. 1. *How do the names of the days begin?* 2. *What do A.M. and P.M. stand for?* 3. *Write sentences telling what you do on each day of the week.*

EX. 3. *Learn these names and abbreviations for the twelve months of the year :—*

January . . Jan.	May . . —	September . Sept.
February . . Feb.	June . . —	October . . Oct.
March . . Mar.	July . . —	November . Nov.
April . . Apr.	August . Aug.	December . Dec.

Which three names are not abbreviated? Explain why.

The names of the seasons — spring, summer, autumn, winter — need no capitals.

The names of holidays and special days like Labor Day, Easter, Good Friday, should begin with capitals.

EX. 4. *Write sentences that tell in what month and season the holidays that you know about come.*

Names of days and months and their abbreviations should begin with capitals.

34.—A Poem to Study.

Henry Wadsworth Longfellow, the best beloved of American poets, was born at Portland, Me., Feb. 27, 1809. He died at Cambridge, Mass., where most of his life was spent, March 24, 1882. He wrote many beautiful poems which children delight to read and study. Many of them may well be learned by heart, and among them is the following:—



THE VILLAGE BLACKSMITH.

Under a spreading chestnut tree
The village smithy stands;
The smith, a mighty man is he,
With large and sinewy hands;
And the muscles of his brawny arms
Are strong as iron bands.

His hair is crisp, and black, and long,
His face is like the tan;
His brow is wet with honest sweat,
He earns whate'er he can,
And looks the whole world in the face,
For he owes not any man.

Week in, week out, from morn till night,
You can hear his bellows blow;
You can hear him swing his heavy sledge,
With measured beat and slow,
Like a sexton ringing the village bell,
When the evening sun is low.

And children coming home from school
Look in at the open door:
They love to see the flaming forge,
And hear the bellows roar,
And catch the burning sparks that fly
Like chaff from a threshing floor.

Toiling, — rejoicing, — sorrowing,
Onward through life he goes;
Each morning sees some task begin,
Each evening sees it close;
Something attempted, something done,
Has earned a night's repose.

Thanks, thanks to thee, my worthy friend,
For the lesson thou hast taught!
Thus at the flaming forge of life
Our fortunes must be wrought;
Thus on its sounding anvil shaped
Each burning deed and thought!

Ex. 1. 1. What is a *smithy*? 2. What kind of work does a blacksmith do? 3. What are *brawny arms*? 4. What makes muscles strong? 5. Describe the smith's face. 6. What is there in the second stanza that shows he is industrious? Honest? 7. What is the *bellows* for? 8. What is a *sledge*? A *sexton*? 9. What attracts the children? 10. Explain the last line of the fourth stanza. 11. What gives him *repose* at night? 12. In the last stanza who is speaking to the blacksmith? 13. What does *wrought* mean? 14. By whom are our fortunes wrought? 15. What lessons may we learn from this blacksmith? 16. Why do you like this poem? 17. Find and learn two stanzas that are omitted here.

Ex. 2. *Describe the blacksmith, and then his smithy in a few short sentences arranged in two paragraphs.*

35. — About Fish.

After a conversation lesson write sentences in answer to these questions. Make three paragraphs.

1. What is the general shape of a boat? Why? 2. Of a fish? Why? 3. How is a rowboat forced through the water? a steamboat? 4. How does a fish force itself through the water? 5. Which fin corresponds to the propeller of a steamboat? 6. Why can a fish float?

7. What do you breathe? 8. What does a fish breathe? 9. Where is it? 10. For what purposes does a fish take water into the mouth? 11. Where does it pass out? 12. Over what does it pass? 13. Watch a fish constantly open and close its mouth. Why does it do this? 14. What is the use of the gills? 15. Why must the water pass over them?

16. What is the color of the blood of a fish? 17. With what is the fish covered? 18. Why are the scales hard? 19. Does a fish need to be protected from cold? Give your reason.

36. — How to write Dates.

Ex. 1. How many months in a year?

2. Which three months have very short names?

3. What do these abbreviations stand for?

Mar.	Jan.	Dec.	Aug.	Nov.
Sept.	Oct.	Apr.	Feb.	

America was discovered Oct. 12, 1492.

The Pilgrims landed Dec. 21, 1620.

Ex. 2. 1. In what year was America discovered? In what month? On what day of the month? 2. In what year did the Pilgrims land? On what day of the month? In what month? 3. What is the present date; that is, the month, day, and year? 4. In writing dates, what comes

first? Second? Last? 5. What mark always comes between the day of the month and the year?

Ex. 3. *Write dates to complete these sentences:—*

To-morrow will be ————.

————— was my birthday.

Our next holiday is ————.

————— began a new century.

Washington was born ———— 1732.

37.—When to use “is” and “are.”

Review Lesson 23.

1. Which of these words stand for *one* only?

we	they	she	trees	some
cousin	he	tree	it	anybody

2. Which stand for *more* than one? Which are singular and which plural?

3. Study the following sentences, and then tell why **are** is used, and why **is** is used:—

One window **is** open.

He is rich.

Two windows **are** shut.

They are poor.

We use **is** with words meaning **one**, that is, with **singular** words.

We use **are** with words meaning **more than one**, that is, with **plural** words.

Ex. 1. *Fill the blanks with is or are:—*

1. The apple ——— red.

5. ——— she willing?

2. The apples ——— ripe.

6. ——— they coming?

3. The books ——— here.

7. ——— the cars late?

4. This book ——— torn.

8. ——— the train ready?

Ex. 2. *Supply singular or plural words as you think right : —*

- | | |
|-----------------------|----------------------|
| 1. The — is old. | 5. Is the — long? |
| 2. Young — are small. | 6. Are the — cut? |
| 3. Our — are dull. | 7. Are the — locked? |
| 4. My — is kind. | 8. Is my — done? |

Ex. 3. *Change is to are and are to is in each sentence, and show what other words must be changed : —*

- | | |
|-----------------------------|-----------------------------|
| 1. The miser is unhappy. | 5. My lesson is easy. |
| 2. Are his money bags full? | 6. Spiders are not insects. |
| 3. Eagles are made of gold. | 7. How delicate the web is! |
| 4. Is the coin a new one? | 8. How is the patient? |

38. — “There is,” or “There are.”

We must be careful to say “There *is*,” when speaking of one, and “There *are*,” when speaking of more than one. Thus, we say —

There **is** only **one** egg in the basket; but —

There **are** **five** eggs in the basket.

There's is a contraction of *there is*. What letter is left out?

Ex. 1. *Use is or are in the blanks : —*

1. There — a robin in the apple-tree.
2. There — some little robins in the nest.
3. There — bees in the clover blossoms.
4. There — no danger in going.
5. There — a few daisies by the roadside.
6. — there any orange-trees in the grove?
7. — there a bridge across the river?
8. There — James and Henry.
9. There — many mistakes to be avoided.

EX. 2. *In which of these sentences can there's be used?*

EX. 3. *Write these sentences after hearing them read:—*

Abraham Lincoln was born Feb. 12, 1809.

Dr. and Mrs. Smith called Aug. 27, 1902.

George St. is near Lincoln Ave. in Omaha.

Nellie's seat in the Lincoln school is empty.

Come the first Wednesday in February.

39.—Story-Telling.

Reproduce this story, first orally and then in writing.

THE DAISY-PICKERS.

A king once called his servants to him and asked them to gather daisies,— as many as they could find. The boys and the girls were delighted. They set off for the fields and hills, each striving to find the best.

One little boy was lame and could not run with the others. Soon quite alone, he limped to a shady valley near by, meaning to get what he could, though they might not be perfect ones. He quickly tired, and came back with only a handful.

When all the king's servants were together with their flowers, the king took up the bunch that the lame boy brought, and thought them the brightest and the whitest of them all.

40.—The Exclamation Point.

When we *talk*, the tones of the voice may show that we are much *excited*, or *surprised*, or *pleased*.

When we *write*, we may show these feelings by placing an *exclamation-mark* (!) after our words. Thus:—

Father! The stable's afire! Where's the ladder! Be quick!
Tom! Get the horse out! What a narrow escape!

Write what you might exclaim —

If a child had broken through the ice ; if your fingers were cold ; or if you had seen a rainbow ; or if a severe storm were coming ; or if you had received a present of a watch.

41. — How to write Quotations.



“I am a pedler,” said Henry.

“What do you sell?” asked Mrs. Ward.

Henry replied, “I sell candy and apples.”

“Is your candy good?” inquired his mother.

1. Just what did Henry say in the first sentence? 2. Tell exactly what his mother said in the second sentence.

When we repeat the exact words of another person, we are said to *quote* them, or to make a *quotation*.

3. Quote Henry's answer to his mother's first question. 4. What is the quotation in the fourth sentence? 5. Read the four quotations. 6. How does each one begin? 7. How many of them are statements? 8. How are the statements separated from the rest of the sentence?

9. Read the two quotations that are questions. 10. By what mark are they followed? 11. What marks do you observe before each quotation? What after each? These marks [“ ”] which inclose the quotation are called **quotation marks**.

1. A quoted sentence must begin with a capital;

2. It must be inclosed in quotation marks;

3. It must generally be set off from the rest of the sentence by a comma or a question mark.

EX. 1. *Supply enough in each line to make a properly written quotation.*

—— eyes are tired said Charles.

—— must have strained —— said his father.

The coasters shouted —— the track!

The fox remarked —— grapes are sour.

—— your tickets ready called the conductor.

—— many stars has our flag asked Mr. Hayes.

EX. 2. *Try to finish the conversation between the little pedler and his mother, as begun in Lesson 41.*

EX. 3. *Write the story of “The Little Pedler.”*

EX. 4. 1. A man who received a dime for rescuing another from drowning, said, “Do you think you're worth so much, sir?”

2. “Did you give your sister her choice of apples, as I told you to do?” asked Mrs. Davis of her son Roy.

“Yes, mother,” said the selfish fellow, “I told her that she might have the little one or none.”

43. — A Story to Tell.

Tell the story about Benjamin Franklin to your classmates after reading or hearing it. Can you tell the lesson it teaches?

TURNING THE GRINDSTONE.

When I was a little boy, I remember, one cold winter's morning, I was accosted by a smiling man with an axe on his shoulder. "My pretty boy," said he, "has your father a grindstone?" "Yes, sir," said I.

"You are a fine fellow," said he; "will you let me grind my axe on it?"

Pleased with the compliment of "fine little fellow," "Oh yes, sir," I answered. "It is down in the shop."

"And will you, my man," said he, patting me on the head, "get me a little hot water?"

How could I refuse? I ran and soon brought a kettleful.

"How old are you? and what's your name?" continued he without waiting for a reply; "I am sure you are one of the finest lads that ever I have seen; will you just turn a few minutes for me?"

Tickled with the flattery, like a little fool, I went to work, and bitterly did I rue the day. It was a new axe, and I toiled and tugged till I was almost tired to death. The school-bell rang, and I could not get away; my hands were blistered, and the axe was not half ground.

At length, however, it was sharpened; and the man turned to me with, "Now, you little rascal, you've played truant; send to school, or you'll rue it!" "Alas!" thought I, "it was hard enough to turn a grindstone this cold day, but now to be called a rascal is too much." This experience I have never forgotten.

EX. 1. *What is the meaning of accosted, compliment, flattery, rue?*

What might Benjamin have done when he heard the school-bell?

Do you ever hear the expression, "That man has an axe to grind?" What does it mean?

44. — A Letter to Copy.

318 Farragut Ave.,
Boston, Mass.,
Jan. 19, 1902

My dear Ethel,—

It was very kind in you to send me such a beautiful Christmas present. Miss Alcott is delightful. I have read "Little Women" through twice and thank you for the gift.

Aunt Kate sent a copy of "Timothy's Quest" to me on my birthday. It is very interesting. Have you read it?

I take books now out of the Public Library. The building is very beautiful. We will visit it when you come. When will that be?

Your grateful friend,
Mary Parker.

STAMP

Miss Ethel Anderson
269 Washington St.
Hartford
Connecticut

Ex. 1. Copy the letter on page 40 carefully; notice just where each line begins and where capitals and punctuation marks are used.

Ex. 2. Draw an outline of the envelope, and copy the address.

45. — Letter-writing.

1. In the letter on page 40 what shows where the writer, Mary Parker, lives? 2. When was her letter written? 3. How will Ethel know where to direct her reply? 4. How does Mary salute her friend? 5. How many paragraphs in the body of her letter? 6. Where does each begin? 7. How does she end her letter?

The first two lines of a letter should show just *where the writer lives*, so that the answer may be sent to the right place without delay. In small places where there are no postmen, the street and house number may be omitted. The third line in the letter shows *when it was written*.

These first three lines in a letter are called the *Heading*.

The fourth line contains some pleasant greeting called the *Salutation*, which may be varied according to the relations of the writer and the receiver of the letter.

On the fifth line the main part, or *Body*, of the letter begins. Each paragraph should be correctly indented.

After the body of the letter comes some kindly or courteous expression that shows the feeling of the writer towards the person to whom the letter is written. This we sometimes call the *complimentary ending*. Nothing else should be written on the same line with it.

Other forms of closing are, *Yours sincerely*; *Cordially yours*; *Yours truly*; *Yours respectfully*. The last two are rather formal for letters of friendship.

Lastly comes the *Signature* of the writer, which should always be carefully written in full.

Ex. 2. *Copy the letter in Lesson 44. Use in the heading your street and number, your city and state, and the present date. Instead of writing to Ethel Anderson, you may use the name of one of your friends, and sign your own name to the letter.*

Ex. 3. *Write Ethel Anderson's reply to Mary's letter. Address the envelope carefully.*

46 --The Address on Envelopes.

Envelope addresses should always be carefully written in such a way that the postoffice clerks and the postmen may know exactly where the letters are to be sent.

The proper *title* should be used with the name.

The *street* and house *number* should be given.

The name of the *city* or *town* should occupy the third line.

The name of the *State* should be written in full.

The *stamp* should be placed right end up in the upper right-hand corner.

The *whole address* should be placed on the envelope without crowding, and so that it will appear to be well balanced.

EX. 1. 1. *Draw an oblong six inches by three to represent an envelope.* 2. *On it write the address of the person to whom you wrote the letter in Lesson 44. Use the title Miss or Mr., and write the name in the middle of the envelope.* 3. *If a postman is to deliver the letter put the number of the house and the name of the street on the next line.* 4. *On the third line write the name of the city or town.* 5. *On the fourth line write the name of the state in full.* 6. *Draw an outline of the stamp.*

EX. 2. *On paper cut oblong or square to represent envelopes, address letters to*

Your father; your mother; your cousin; your teacher; to the principal of your school; to the superintendent; to a doctor; to a clergyman; to the author of this book.

47.—A Letter to be Written.

Imagine that you were this little Rosie writing a letter to her mother.

If you cannot think what she would say, use this outline:—

Eager to write—finding paper, pen, and ink—table too high—chair just right—where Taffie had been—not allowed on table—often in chair—tried to write, too—paw too big for bottle—what she did—the stains—whose fault—what is to be done?



48. — Sentence-making.

Tell by whom and for what purpose these are used : —

rake	bellows	pitchfork	plow	anvils
plane	scythe	corkscrew	engines	punches

49. — Somebody's Mother.

It was a cold winter's day, and the ground was covered with ice. A poor old woman, ragged and gray, and trembling with age, stood at the corner, afraid to venture across the crowded street. She waited for a long time; but the hurrying lines of wagons and carriages and busy men rushed past her like an endless stream. How could she cross without danger of being run over by some careless driver?

After a while some schoolboys, shouting and laughing, came half sliding, half running along the slippery street. They were glad, not only because school was out for the day, but because the snowflakes were falling thick and fast.

It was the first snow of the season, and they were talking of the sport they would soon have coasting down the long hillside. Past the poor old woman they hurried without a thought of her trouble. Only one, the gayest of them all, saw how weak and timid she was, and stopped to help her.

"I will help you across if you wish to go," he said. With her trembling hand resting upon his strong, young arm, he guided the poor old woman in safety to the other side of the street. He did not stop to hear her thanks. With a light and happy heart he hastened to overtake his young friends, who were now some distance ahead of him.

Two or three of the more thoughtless among the boys were ready to laugh at him for stopping to help an old woman. "It was only a little thing to do, boys," he answered, "and, then, she's somebody's mother. Someone, sometime, may give a helping hand to my mother if it ever happens that she is poor and old, and her own boy is far away." His companions made no answer, for they felt that he was right.

That night when the poor old woman knelt down in her humble home, the prayer that she said was: "God be kind to that noble boy, and bless him in every time of need."

— SELECTED.

Read this story and then tell it to your classmates. Tell it, too, at home. What lesson do you draw from it?

50.—Verses to be Learned.

They, my child, who idly sing of beauty
In the eyes and in the hair,
Sing of beauty that is not; let it never be forgot—
Beauty ne'er beginneth there;
If there's beauty in the heart, there is beauty everywhere.

EX. 1. *Learn these lines; then write them from memory.*

EX. 2. *Try to explain the following proverb:—*
Handsome is that handsome does.

51.—An Object to be Described.

EX. 1. *With a cube before you, answer orally the following questions:—*

1. Does the object before you take up room or space?
2. Has it weight? 3. Is it therefore a solid? 4. What is the outside of a solid called? 5. How many sides or surfaces has this solid? 6. What is the shape of each of these surfaces? 7. What, then, is a cube?

8. How many edges has a cube? 9. How many corners has it? 10. How many angles has each side of the cube? 11. What kind of angles are they? 12. How many angles have all the sides or faces of a cube?

EX. 2. *Stand before your class and tell what you can about a cube.*

EX. 3. *Write ten statements about a cube.*

52.—Domestic Animals.

First, have a talk in the class; then write about “ Domestic Animals.”

1. What are wild and what are domestic animals? 2. What does *quadruped* mean? 3. Mention three domestic quadrupeds that you know about. 4. How do they compare in size? 5. Tell in what respects two or more of them are alike. 6. How are they unlike? 7. What kind of food does each one eat? 8. Which requires the most care? 9. How is each one useful to man? 10. Are any of them used for food? If so, what is the flesh of each one called?

53.—Contracted Words.

Ex. 1. Copy these contractions, and learn the full form of each. Repeat them until they are very familiar.

He is not . . .	{	He's not.	I am not . . .	{	I'm not.
		He isn't.			We're not.
She is not . . .	{	She's not.	We are not . . .	{	We aren't.
		She isn't.			You're not.
It is not . . .	{	It's not.	You are not . . .	{	You're not.
		It isn't.			You aren't.
		'Tisn't.	They are not . . .	{	They're not.
					They aren't.

Ex. 2. What does the apostrophe in a contraction show?
 2. What letter is left out in *I'm*? In *you're*, *we're*, and *they're*?
 In *he's*, *she's*, *it's*? 3. What two letters are left out in *'tisn't*?

Never use aint or an't either in speaking or in writing.

Supt. is the abbreviation for *Superintendent*.

Mention some other abbreviations that you have learned.

Try to tell the difference between *abbreviations* and *contractions*.

54. — Using Contractions.

EX. 1. *Answer these questions orally by filling the blanks with suitable contractions : —*

- | | |
|------------------------|--------------------|
| 1. Is he coming? | No, — not coming. |
| 2. Are you going? | Yes, — going. |
| 3. Is it true? | No, — not true. |
| 4. Are we invited? | No, — not invited. |
| 5. Are they here? | No, — not here. |
| 6. Is she your friend? | No, — my friend. |
| 7. Am I the one? | No, — the one. |
| 8. Is it there? | No, — there. |
| 9. Are we safe? | Yes, — safe. |
| 10. Is he well? | Yes, — well. |

EX. 2. *Write the answers that you have given.*

Place a comma after the replies "yes" and "no" when followed by other words.

EX. 3. *Write these sentences at dictation : —*

"Hurrah! it's snowing," cried Nell.

"I think it'll turn to rain," said Lou.

"John, what time is it?" asked Mrs. Dane.

He replied, "It's just twelve o'clock, mother."

Father writes, "We shall be at home Tuesday."

55. — When to use "Aren't."

We may use *aren't*, a contraction of *are not*, with plural words, if we are careful to sound the letter *r*. Remember that "*an't*" is *never* to be used.

Fill the blanks with suitable contractions : —

1. Aren't we to go? No, — not to go.
2. — you well? Yes, — very well.

3. — they here? No, — not here.
4. — the waves high? — you afraid?
5. — the fires out? No, — burning yet.
6. — the berries ripe? No, — not ripe yet.
7. — you going to church? No, — not.
8. I shall go if it — too late.
9. — the clouds beautiful! 10. — the sunset grand!
11. They — here now. 12. — there one?

We use *wrong* contractions because they are shorter, and we clip our words, and run them together. We should take great pains to use right forms, and to speak distinctly with pure tones, not only in school but on the play-ground and at home.

“Bad habits gather by unseen degrees,
As brooks make rivers, rivers run to seas.”

56.—A Talk about Leaves.

1. What is the common color of leaves? 2. What other colors have they which you remember? 3. What are the colors in earliest spring? 4. What are the colors of autumn?
5. Of what use are the fallen leaves?
6. In summer of what use to us are leaves? 7. Of what use are they to birds? 8. Do you know of any animals that feed upon the leaves of trees? 9. Have you ever seen a palm leaf in use?
10. What do we call all the leaves of a tree taken together?
11. How do leaves act when the wind blows? 12. What tree of those that you know has the largest leaves? 13. Which the smallest? 14. What trees do you know by the shape of their leaves?

After trying to tell orally what the questions suggest about leaves, you may tell it in writing.

57. — A Picture Story.

Tell orally and then in writing the story of the "Little Gardener."

Think of: His name — where he is going — the time of year — his broad hat — names of tools — what each is for — what he leaves behind — what grows in his garden — what he expects it to yield.

Tell what insects, birds, and other animals may injure his garden; in what way any of them may help him.



58. — The Comma with Name of one Spoken to.

Grandma, when does the moon rise?

Have you seen it, mother?

No, Edward, it is not in sight.

1. Who is spoken to in the first sentence?
2. What mark separates the name from the rest of the sentence?
3. In the second sentence who is addressed or spoken to?
4. How is *mother* set off from the rest of the sentence?
5. Who is addressed in the third sentence?
6. How many commas are needed to separate his name from the rest of the sentence? Why are two needed?
7. Tell for what else a comma is sometimes used.

The name of a person spoken to should be set off from the rest of the sentence by commas.

The names of persons spoken to in this way are sometimes called *Vocatives*.

EX. 1. *In writing this exercise use the name of some person spoken to : —*

1. Ask your teacher a question about alcohol.
2. Give an order to a storekeeper.
3. Tell an expressman what you wish him to do.
4. Ask a physician some question about a patient.
5. What might one need to say to a clerk at the post-office?
6. What should you say to a gentleman who does you a favor?
7. What might you say to your dog?

Sentences that command or request are called command sentences. They are followed by periods.

How many of the sentences that you have just written are command sentences?

EX. 2. *Write the following at dictation : —*

Bertha Wright, you may write this.	Yes, and each cup holds ten spoonfuls.
When you reach home, William, write to us.	Come on, boys, the bell's ringing. You'll be late.
Mary, are both cups full?	

59. — Words to be Defined.

After a conversation about the following objects, write sentence to tell what each is : —

a napkin	a plow	a tailor	a bicycle
a sandwich	a widow	a crayon	an automobile
a grandfather	an orphan	a model	a tornado

60.—To be Written from Memory.

FOR MORNING.

Here hath been dawning another blue day,
Think, wilt thou let it slip useless away?

Out of eternity this new day was born;
Into eternity at night must return.

See it aforetime no eye ever did;
So soon it again from all must be hid.

Lo, here hath been dawning another blue day,
Think, wilt thou let it slip useless away?

—THOMAS CARLYLE.

FOR EVENING.

If we sit down at set of sun
And count the things that we have done,

And counting find

One self-denying act, one word
That eased the heart of him who heard,

One glance most kind,

That fell like sunshine where it went,
Then we may count that day well spent.

—ELLA WHEELER WILCOX.

61.—A Composition: Vegetables.

After a talk about "Vegetables," answer these questions in writing in such a way as to make a composition on the subject:—

1. What vegetables grow in your vicinity? 2. Of which do we use the roots as food? 3. Of which the seeds? 4. Of which the leaves? 5. Of which the stems or stalks? 6. Which grow on vines? 7. Which are eaten raw? 8. Which are eaten when unripe? 9. Which contain seeds? 10. Can any of these vegetables be called fruits?

62. — "Was" or "Were."

I was glad.	We were coming.
He was sad.	You were going.
She was late.	They were staying.
It was black.	Eight were running.
One was right.	Several were waiting.

1. Read these sentences, emphasizing the first word. 2. Read them, emphasizing the second word. 3. How many are meant by *I*? by *he*? by *she*? by *it*? by *one*? 4. Do we use *was* or *were* with such words? 5. With what kind of words do we use *was*?

6. How many are meant by *we*, *you*, *they*, *several*? 7. Should we use *was* or *were* with such words? 8. With what kind of words do we use *were*?

Ex. 1. *Supply was or were, as you think right:—*

- | | |
|----------------------|------------------------|
| 1. The day — warm. | 6. Noises — heard. |
| 2. The air — still. | 7. Drops — falling. |
| 3. We — riding. | 8. The wind — blowing. |
| 4. Clouds — rising. | 9. The storm — severe. |
| 5. Lightning — seen. | 10. They — kind to us. |

Ex. 2. *Supply singular or plural words, as you think right:—*

- | | |
|-----------------------|---------------------------|
| 1. The — was cold. | 6. The — were on the ice. |
| 2. The — was blowing. | 7. — was skating. |
| 3. — were walking. | 8. — were sliding. |
| 4. — were flying. | 9. The — was cracking. |
| 5. — was hazy. | 10. — was happy. |

63. — "Was" or "Were" in Questions.

We must always say "you *were*" and "*were* you?" "Was" should *never* be used with "you."

Ex. 1. *Fill the blanks with was or were: —*

Where —— he?	—— he there?
Where —— I?	—— we there?
Where —— you?	—— it there?
Where —— she?	—— you there?
Where —— they?	—— I there?
Where —— we?	—— they there?
Where —— the horse?	—— the horses there?

Practice till you can say these rapidly without a mistake.

Ex. 2. *Fill the blanks with singular or plural words: —*

Was the —— in the nest?	Was the —— ripe?
Were there any —— in it?	Were the —— sour?
Was her —— near by?	Was the —— hungry?
Were —— singing?	Where was ——?
Was the —— sweet?	Where were ——?

64.— A Poem to Learn.

Learn this selection and write it from memory. Your teacher will ask you questions about it.

THE CHILD'S WORLD.

Great, wide, beautiful, wonderful world,
With the wonderful water around you curled,
And the wonderful grass upon your breast, —
World, you are beautifully dressed.

The wonderful air is over me,
And the wonderful wind is shaking the tree:
It walks on the water, and whirls the mills,
And talks to itself on the tops of the hills.

You, friendly Earth! how far do you go,
With the wheat-fields that nod, and the rivers that flow?
With cities, and gardens, and cliffs, and isles,
And people upon you for thousands of miles!

Ah! *you* are so great, and I am so small,
I tremble to think of you, World, at all;
And yet, when I said my prayers, to-day,
A whisper within me seemed to say, —

“ *You* are *more* than the Earth,
Though you *are* such a dot:
You can love and can think, —
But the *Earth* cannot.

— MATTHEW BROWN.

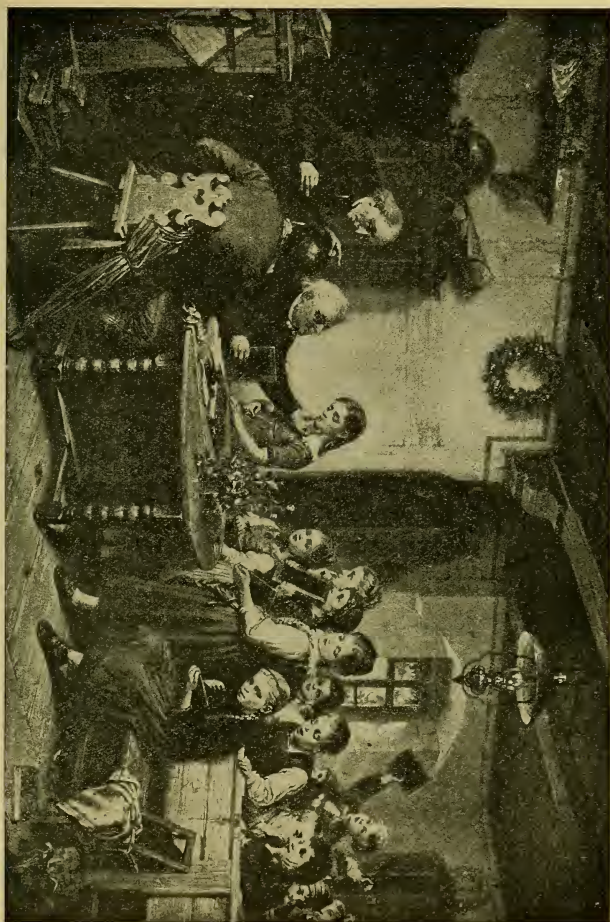
65.—The Study of a Picture.

1. Give a name to the picture on the opposite page. 2. Does it show an ordinary occasion in school? 3. What seems to be going on? 4. Who are the men seated at the table? 5. What is the master doing? 6. In whom does the interest center and why?

7. What question may have been asked by the committee? How many of the pupils appear to have answered it? 8. Are all equally interested? Give your reasons. 9. What can you say of the conduct of some of the children? 10. Describe the girl on the front seat. 11. Compare this schoolroom with your own. 12. How should you like to attend this school? Tell why.

The scene is in Germany, and the artist's name is Omichen. What do you think of his skill?

Write the story of “The School Examination.”



66. — About Fruits.

After a conversation lesson, write answers to the following questions in such a way as to make a composition on "Fruits":—

1. What kinds of fruit grow near where you live?
 2. Which of them grow on trees?
 3. Which on bushes?
 4. Which on vines?
 5. Tell in what month each kind ripens.
 6. Which are sometimes dried for food?
 7. What drinks are made from fruits?
 8. What kinds are brought from warm countries?
 9. Can you name the country from which each comes?
-

67. — A Choice of Words.

There means *in that place*.

Their means *belonging to them*.

They're means *they are*.

Ex. 1. *Select the right one of these three words to supply in each of the following sentences:—*

1. Have you moved — books?
2. Let them stay —.
3. — they come with — dogs!
4. — expecting you — to-day.
5. When were you — last?
6. — living — now with — friends.

Ex. 2. *To show the use of these words, write six sentences, two for each word.*

Ex. 3. *Write these sentences as they are read:—*

Doesn't a cat walk on his toes?

It's never too late to mend.

Yes, they're soft as cushions.

Don't cry if you've done your best.

Aren't his claws each hidden
in a sheath?

There's another one there.

68. — Sentence-Making.

Write sentences telling the kind of work that each of these persons does : —

tailor	architect	cobbler	artist	motorman
carpenter	milliner	florist	engineer	printer
barber	cooper	milller	sailor	stenographer

69. — A Fable.

Explain what a fable is, and tell one that you know. Give this one in your own way.

JUDGING BY APPEARANCES.

A humming-bird met a butterfly. Being pleased with the butterfly's beauty and the glory of his wings, she proposed that they should always be friends. "I cannot think of it," said the butterfly, "as you once spurned me and called me a crawling dolt." "Impossible!" exclaimed the humming-bird; "I always had the highest respect for such beautiful creatures as you." "You may have now," said the butterfly; "but when you insulted me, I was a caterpillar. So let me give you a piece of advice. Never insult the humble: it is rude and unkind; besides, they may be better than they seem."

70. — About the Sun.

1. What does the sun do for us? 2. Where does the moon get its light? 3. From what, then, does our moonlight really come? 4. How is it that the sun, in the west at night, appears in the east in the morning? 5. How often does the earth turn around?

6. Does the sun always set exactly in the west? 7. When do we see it more nearly overhead, — in winter, or in summer? 8. In what part of the world is the sun nearly overhead all the time? 9. What kind of climate does this make? 10. In what months do we have our longest days? Our longest nights?

11. When we in the north have summer, what is the season

in the southern hemisphere? 12. Is December with us a warm or a cold month? 13. What is it in Australia? 14. In what month do boys skate in that country?

“The unwearied sun, from day to day,
Does his Creator’s power display;
And publishes to every land
The work of an almighty hand.”

Ex. 1. *Write the facts that you have learned about the sun.* Tell what it seems to be — where it seems to go — and what good it does. Write two questions about it that you cannot answer?

Ex. 2. *Think over what you have learned, and study what you have written. Then be ready to stand and talk about the sun.*

71. — A Description.



Ex. 1. *First talk about this picture. Then write a full description.* Arrange your sentences in four groups or paragraphs.

1. **The Child:** Age — dress — position — his thoughts.

2. **The Pump:** Its use — the material — the different parts — where the water comes from — what brings it up — its shadow.

3. **The Trough:** Made of what — by whom and how — of what use — of what use is the iron rod?

4. **The Birds:** Kind — number — what doing — home.

Ex. 2. *Using this picture, write a story of "Tom and his Pigeons."*

72.—"Has" and "Have."

- | | |
|--------------------------------|--------------------------------|
| 1. Has the <i>bell</i> rung? | 3. One bell <i>has</i> rung. |
| 2. Have the <i>bells</i> rung? | 4. Two bells <i>have</i> rung. |

1. In which of these sentences is only *one* thing spoken of? 2. In which do we speak of *more* than one? 3. When we speak of one bell, do we use *have* or *has*? 4. Which do we use when we speak of more than one bell? 5. When do we use *has*? 6. When do we use *have*?

Ex. 1. *Fill the blanks with singular or plural names:—*

1. The —— have come up from the pasture.
2. The old —— has been fed.
3. The —— has gone to sleep.
4. —— the corn been planted?
5. —— the larkspurs blossomed yet?
6. All the —— has been picked.
7. All the —— have been gathered.

Ex. 2. *Use "have a book" or "has a book" with these words:—*

we	you	they	Mary
he	she	one	Mary and Susie
I	it	all	everybody

Practice repeating them with the whole list rapidly.

73.—About this Book.

Ex. 1. *Answer these questions orally, and then in writing.* Use short, distinct sentences.

1. How many pages has this book? 2. How many fly leaves? 3. What is the first printed page called? 4. What is the title of this book? 5. Who is the author? 6. What is an author? 7. Who are the publishers of this book? 8. What do we mean by "publishers"? 9. What does a "Table of Contents" show? 10. How does an "Index" help us? 11. Who provides you with school-books? 12. How should you treat books? Why?

Ex. 2. *Write about some other book in a similar way.* Ask yourself other questions about it, and find out the answers.

74.—For Reproduction.

ABRAHAM LINCOLN AND HIS BOOKS.

Abraham Lincoln was the most remarkable man our country has produced. Notwithstanding his humble birth, his poverty, his lack of schooling, and his rude pioneer life, he became the foremost American. Loved and honored for the nobility of his character and his great service to his country, he stands to-day enrolled in the Hall of Fame by the side of Washington.

Among the influences that shaped his character that of his mother doubtless comes first. The books that he read hold the second place. These were very few, but they were of the best. He walked miles to borrow "Pilgrim's Progress," "The Poems of Robert Burns," and "Plutarch's Lives," and read them over and over again by the light of the fire upon the hearth. He worked three days for a neighboring farmer at twenty-five cents a day, and bought a "Life of Washington." This he

read while the horses were resting and in the loft of his father's log cabin long after the rest of the family were asleep.

But there was one book that he read in his boyhood more than any other. It was the only book the family owned, the Bible. From this book his mother taught him to read and spell. Through her instruction his life from first to last was governed by its sacred principles. In later life when he had become a master of English he rarely made a public address without an illustration or quotation from its pages.

This loving friend he lost when he was eight years old, but her influence and memory never died. Long years after he said, "All that I am I owe to my mother."

75. — The Squirrel.

Before trying to talk or write about "The Squirrel," see what you can learn by actual study of the animal. If you wish to record your observations in another way, you need not follow these questions.

1. Describe the squirrel's movements among the branches of the trees. 2. How is it fitted for climbing? 3. Why can it not run rapidly? 4. What do you first notice about a squirrel? 5. What is its shape? 6. What use does he make of it when resting? when jumping? 7. How is it held before jumping? during the jump?

8. Why is it not necessary for a squirrel to have large ears? 9. In what way would large ears be a trouble to it? 10. Why does it need prominent eyes? 11. Where are they placed? 12. From what direction are its enemies likely to come? 13. What are the squirrel's enemies?

14. What is peculiar about the upper lip? 15. What animal has a similar lip? 16. Describe the front teeth. For

what are they used? 17. Name an animal having similar teeth. 18. Upon what do squirrels feed?

19. Where do they obtain food in winter? 20. What proves that they do not sleep all winter? 21. Where do squirrels live? 22. Are they useful or troublesome to man? 23. In what ways?

76.—The Mountain and the Squirrel.



Ralph Waldo Emerson, the most distinguished of American writers, was born in Boston, May 25, 1803. He lived nearly fifty years in Concord, Massachusetts, where he died in 1882.

Commit this selection to memory, and try to tell the lesson it teaches.

The mountain and the squirrel
Had a quarrel,
And the former called the latter "Little Prig!"
Bun replied,
"You are doubtless very big,
But all sorts of things and weather
Must be taken in together
To make up a year,
And a sphere:
And I think it no disgrace
To occupy my place;
If I'm not so large as you,
You are not so small as I,
And not half so spry;
I'll not deny you make

A very pretty squirrel track.
Talents differ; all is well and wisely put;
If I cannot carry forests on my back,
Neither can you crack a nut."

— R. W. EMERSON.

77.—Names made Plural by adding *es*.

Spell the plural of —

sled, skate, net, turkey, monarch, muff.

How are names generally made plural?

The following words are made plural by adding *es*. *Pronounce their plurals* : —

glass	box	fez	dish	church
pass	tax	topaz	wish	arch

1. How many syllables are there in the singular of these words?
2. How many in the plural?
3. How do the words, in the first column end?
4. In the second?
5. In the third?
6. In the fourth?
7. In the fifth?
8. How would they sound if only *s* were added?

Names ending in s, x, z, sh, or soft ch, form their plural by adding es to the singular.

The possessive of the singular of such words is made in the usual way by adding 's. The plural and the possessive happen to *sound* alike.

EX. 1. *Read these sentences, and tell which words are singular* : —

Listen! Was that a fox's bark?
Three foxes have been caught.
How many Jameses are there in the class?
Charles's family name is Mason.

Could you have told by the sound which words were singular?

EX. 2. *Spell first the possessive and then the plural of these words : —*

grass	lass	Agnes	ostrich
bush	branch	larch	box

EX. 3. *Use the plural of these same words in sentences.*

EX. 4. *Write these sentences from dictation : —*

Were there boys in the lady's carriage?
Bring Harry's hat and James's coat.
Are these books yours or theirs?
I'm glad that you're here.
He hears you. Here's enough.
Are the churches open on Christmas?

78. — A Story to be Retold.

After hearing your teacher read this story, and some of your classmates tell it, reproduce it in writing. Review what you have learned about quotations.

"I wish that I had friends to help me on," cried idle Dennis, yawning.

"Friends? Why, you have ten," replied his master.

"I'm sure I haven't half so many, and those that I have are too poor to help me."

"Count your fingers, my boy," said the master.

Dennis looked at his large, strong hands.

"Count thumbs and all," added the master.

"I have; there are ten," said the lad.

"Then never say you have not ten friends able to help you on in life. Try what those true friends can do before you begin to fret because you do not get help from others."

Try to explain the following :—

Poor Richard says, "God helps them that help themselves."

"God gives every bird its food, but he does not throw it into the nest."

79. — A Review Lesson.

- Ex. 1. Write a statement about *clouds*.
Change this statement to a question.
What words are always written with capitals?
Use in a sentence a word pronounced like *vain*.
Write a sentence containing two contractions.
- Ex. 2. Write a sentence containing two abbreviations.
Use the possessive of *Mr. Curtis* in a sentence.
Write a command sentence containing a comma.
Write a sentence beginning "There's —"
Write a question beginning "Is there —"
- Ex. 3. Write a sentence containing a quotation.
Use the contraction for *are not* in a question.
Tell the shortest month of the year in a sentence.
Use *Aug.* and *P.M.* in a sentence.
Write a sentence containing a question used as a quotation.
-

80. — Verses to Remember.

Commit this selection to memory and then write it : —

Be you tempted as you may,
Each day and every day
 Speak what is true —
True things in great and small;
Then, though the sky should fall,
Sun, moon, and stars and all,
 Heaven would show through.

— ALICE CAREY

81.—A Conversation about Rain.

1. What is it that falls in the form of rain? 2. What is it that floats along in the sky?

3. Where do clouds begin to form? 4. If you were in a mist on a mountain-top, would you call it cloud or fog? 5. Where would you look for fogs?

6. Do rain-drops always fall straight down? 7. Why do they sometimes beat hard against the window-pane? 8. What takes their place in winter?

*Nothing can live
without moisture.*

9. Where does snow never fall? 10.

What is the difference between snow and hail? 11. Where do they come from?

12. Then where do they go?

13. Into what do rivers flow? 14. What good does rain do? 15. Did you know that some tribes of people never see a drop of rain?

Ex. 1. *Write out what you have been talking over, and add something more that you can say about rain.* Tell when to expect it, and what effect a shower might have. Tell what sometimes happens in a shower.

82.—An Invitation and the Reply.

You are to have a grové party next Saturday. Write a letter inviting somebody whom you want to come, and telling the time, the place, and anything else that is necessary. Tell what may be brought for the sports, and what is to be done if it rains.

Ex. 1. *Write the letter as if you were talking.*

Suppose the friend whom you invited has recently sprained an ankle while playing. A letter tells just how it happened,

and how sorry the writer feels not to be able to attend your party. It suggests two games to be played, and invites you to bring your company to the writer's house, in case it rains, where everything will be ready for a pleasant party.

Ex. 2. *Write the letter that might be sent under these circumstances.*

83. — The Baltimore Oriole.

This lesson should be given in the proper season, and after actual study of the oriole. It should then be written.

1. What are the colors of this bird? 2. For whom is it named? 3. *Oriole* comes from a Latin word meaning golden. Why is this bird called the oriole? 4. What leads us to think it a tropical bird? 5. How early in the spring do orioles come? 6. In what trees do they build their nests?

7. What is the shape of an oriole's nest? 8. Why is it made so deep? 9. Of what is it made? 10. What does the bird use for a needle in weaving the nest? 11. Which bird does the weaving, the male or the female?

12. For what purpose does a bird build a nest? 13. Which of the pair sits upon the eggs? 14. Which is brighter in color? 15. Why is the bird not easily seen when sitting in the nest? 16. At what season can you find the nests most easily?

17. Which bird is the better singer? 18. Where are orioles in winter? 19. Why do they go away? 20. Upon what do they feed?

“They'll come again to the apple-tree, —

Robin and all the rest, —

When the orchard branches are fair to see,

In the snow of the blossoms dressed,

And the prettiest thing in the world will be

The building of the nest.”

84. — How to write Titles of Books.

The title of this book is "New Lessons in Language."

Have you ever read "Seven Little Sisters"?

Do you take "The Youth's Companion"?

Her composition was on "The Way to be Happy."

1. What two books are named in these sentences?
2. What paper?
3. What composition title is given?
4. How are all these names, or titles, inclosed?
5. Do all the words in these titles begin with capitals?
6. Which words do begin with capitals?

The principal words in the titles of books should begin with capitals.

When used in sentences, the titles of books should be inclosed in quotation-marks.

Ex. 1. *Write answers to the following questions in distinct sentences:—*

1. What is the name of the last book that you read?
2. What arithmetic do you use?
3. What newspaper do you have at home?
4. What was the subject of your last language lesson?
5. What is the largest book that you have ever seen?
6. What children's magazines have you seen?

85. — Synonyms.

- | | |
|----------------------------------|------------------------|
| 1. I am weary. | 2. I am tired. |
| 3. In what place does he reside? | 4. Where does he live? |
| 5. A difficult lesson. | 6. A hard lesson. |

1. Read the first two sentences. 2. Are they alike in meaning?
3. How are they unlike? 4. What does *weary* mean? *Tired*? 5. Read the third and fourth sentences. 6. What does *reside* mean? 7. What three words in the third sentence mean the same as *where*? 8. Which

would you rather learn, a *difficult* lesson or a *hard* one? 9. What two words in the first two sentences have nearly the same meaning? 10. What two in 3 and 4? In 5 and 6?

Words that have nearly the same meaning are called *synonyms*.

Give a synonym for *weary*; for *difficult*; for *task*. 12. Think of a synonym for *labors* in "He labors hard all day." 13. What synonym can you use for *cloudless* in "The sky is cloudless"? 14. For *odor* in "The odor of flowers"? 15. For *flowers*? 16. What are synonyms?

EX. 1. *From the words in the last two columns, select synonyms for the words in the first two: —*

rich	wise	lazy	aged
weak	ignorant	wealthy	learned
strong	old	industrious	small
busy	little	feeble	uneducated
indolent	pleasant	powerful	agreeable

EX. 2. *Use the words in the last two columns in sentences; then substitute their synonyms, and see whether the meaning remains about the same.*

EX. 3. *From the following words select the synonyms, and write them in pairs: —*

thankless	gather	select	scares
brief	collect	sphere	separates
ungrateful	divides	short	globe
companions	frightens	choose	associates

EX. 4. *Give words that are opposite in meaning to the words in Exercises 1 and 3. As: defeat, victory; wide, narrow.*

86. — "Hasn't or 'Haven't."

Of what is *hasn't* a contraction? What is the contraction for *have not*?

Ex. 1. *Fill the blanks with hasn't or haven't:—*

Has he enough? No, he ——— enough.
 Have they come? No, they ——— come.
 Have you heard? No, I ——— heard.
 Has she done it? No, she ——— done it.

Ex. 2. *Ask questions about the following, using hasn't or haven't:—*

flowers	it	stars	oil	beets
clouds	ice	houses	ship	forest

Ex. 3. *Change have to has and has to have in these sentences, and make other changes, if any are needed:—*

1. The spider has eight legs.
2. Whales have warm blood.
3. A fish has cold blood.
4. Butterflies have four wings.
5. Plants have roots, stems and branches.
6. A fern has no flowers.
7. Deaf-mutes have but three senses.

87.—Study of a Leaf (held in the Hand).*

1. What is its color? 2. Is it the same on both sides?
3. Which side is darker? 4. Which is the upper or sunny side?
5. Is it a thick leaf or a thin one? 6. Is it glossy or dull?
7. Is the surface rough or smooth? 8. Can you see

* For this lesson and for Lesson 91 the children may each have some common, simple leaf. The questions may then be applied to leaves of various kinds. The number of points to be compared will gradually increase.

what makes it rough? 9. Is the leaf blunt or pointed at the top? 10. What is its shape at the base? What is the base of a leaf? 11. Is the margin even and smooth? Is it scalloped or wavy or notched? 12. Compare the edges of the leaf-pictures. 13. Which are compound and which are simple leaves? Of which kind is yours?

After the questions, give a clear description of your leaf.



LILY OF VALLEY.



GERANIUM.



SWEET BRIER.



HORSE CHESTNUT.

88.—Plural Names ending in "ies."

1. What is the plural of these words? What does the *y* follow?

day ray key valley boy toy guy

The letters *a, e, i, o, u*, and sometimes *w* and *y*, are called *vowels*. The other nineteen letters of the alphabet are *consonants*.

2. What are the last two letters in the following words?

3. Should you say that the *y* in them comes after a *vowel* or after a *consonant*?

ruby lady fly story duty

The plural of these words is

rubies ladies flies stories duties

4. To what is the *y* in *lady* changed to make the plural *ladies*?

5. How is it changed in the other words?

Ex. 1. *Write the plural of these words by changing y to ies:—*

berry	lily	fairy	city	lady
pony	enemy	sty	ditty	story
cherry	cry	body	jelly	dairy
daisy	tidy	reply	fly	duty

Ex. 2. *Try to use the plural of ten of these words in sentences*

Words ending in y after a consonant are made plural by changing y to ies.

Ex. 3. *Write these sentences as they are read:—*

Did you thank Mrs. Lane for the cherries, Alice?

Yes, mother, I said, "Thank you, ma'am."

I should have said, "Thank you, Mrs. Lane."

Do such lilies grow in the valleys?

The tallest chimneys are in cities.

89.—Our Country's Flag.

Ex. 1. *After a conversation about the "United States Flag" write a composition on the subject. You may illustrate what you write if you wish.*

Make several paragraphs of what you write, and observe the following order:—

1. Material ; shape ; size ; colors.
2. Parts : field, stars, stripes.

3. Number of stripes accounted for ; number of stars.
4. Uses ; emblem of what ?
5. Various names given to it ; feelings at sight of it.
6. Flags on schoolhouses ; where ? why ?
7. The Flag Salute ; its meaning.

EX. 2. *Notice which of these verses begin farther from the margin than others, and write them so when learned. Verses that rhyme have the same indentions.*

Flag of the heroes who left us their glory,
 Borne through their battle-field's thunder and flame,
 Blazoned in song and illumined in story,
 Wave o'er us all who inherit their fame.
 Up with our banner bright,
 Sprinkled with starry light !
 Spread its fair emblems from mountain to shore,
 While through the sounding sky
 Loud rings the nation's cry,
 Union and Liberty, one evermore !

O. W. HOLMES.

THE FLAG SALUTE.

"I pledge allegiance to my Flag and to the Republic for which it stands,—one nation, indivisible with liberty and justice for all."

"'Tis the star-spangled banner !
 Oh, long may it wave
 O'er the land of the free
 And the home of the brave !"

90.—Sentence-making.

After a conversation, write sentences to describe these objects :—

postage stamp	post-office	telegram	postage
postal card	postman	letter-box	mail

91.—Study of a Leaf (in the Hand).

[See Lesson 87.]



WHITE OAK.

RED SWAMP MAPLE.



1. PEACH.

2. ST. JOHNS-
WORT.

1. Which side of the leaf shows the framework more plainly? 2. When you try to look through it toward a window, is the framework more distinct? 3. Is there one main rib, or are there several from the base? 4. Are there any branches? 5. Do they spread as in a feather or like the fingers of a hand? 6. Can you see any still finer branches, like veins? 7. Do these veins run parallel, or do they cross each other like the meshes of a net? 8. Does the thin, green blade run quite down both sides, or has the leaf a stalk? 9. Can you see where the stalk joined the stem from which it came, or has a part been lost in picking the leaf? 10. Find out what is meant by a *sessile* leaf.

Ex. 1. Write a description of a leaf that you have examined, following the questions in Lesson 87 as well as these.

Ex. 2. Answer questions 3, 4, 5, 6, and 8 in regard to all the leaf-pictures.

92.—A Poem To Learn.

THE CLOUD.

“I bring fresh showers for the thirsting flowers,
From the seas and the streams;
I bear light shade for the leaves when laid
In their noonday dreams.

From my wings are shaken the dews that waken
 The sweet buds every one,
 When rocked to rest on their mother's breast
 As she dances about the sun.

I sift the snow on the mountains below,
 And their great pines groan aghast;
 And all the night 'tis my pillow white,
 While I sleep in the arms of the blast.

I am the daughter of earth and water,
 And the nursling of the sky;
 I pass through the pores of the ocean and shores;
 I change, but I cannot die."

—PERCY BYSSHE SHELLEY.

Make a study of this poem, answering your teacher's questions about it.

93.—More Contractions.

For what expressions are these the contractions? What letters are omitted? Use these contractions in statements or in questions.

we've	he'll	wouldn't	didn't
that's	you'll	they'll	'twasn't
I'll	you've	where's	shouldn't
I've	'twill	couldn't	let's

94.—Plural Possessives.

lady's	clerks	tailor's	birds
ladies	clerk's	tailors	bird's

1. With what letter do most plural names end? 2. Tell which of these names mean more than one. 3. Which show that only one is meant? 4. For what is 's used?

The store belonging to my brother is closed.
 My brother's store is closed.
 The store belonging to my brothers is open.
 My brothers' store is open.

5. What difference do you see in the meaning of the first and second sentences? 6. In that of the third and fourth?

7. Who owns the store that is closed? 8. Who the one that is open? 9. How many owners has the first? The second? 10. What is the difference between *brother's* and *brothers'*? 11. Which is singular? Which plural?

Ex. 1. *Tell whether these objects have one owner or more than one:—*

the girl's sled	my uncle's children	the bird's nest
the girls' sled	my uncles' children	the birds' nest

Plural names ending in s are made possessive by adding the apostrophe only.

Ex. 2. *Tell whether these are singular or plural possessives, and why:—*

lady's	merchants'	baker's	lions'
ladies'	merchant's	bakers'	crow's
swans'	Indians'	farmers'	sons'

95.—A Talk about Gems.

1. What precious stones can you mention by name? 2. Which do you know at sight? 3. Mention two uses for diamonds. 4. Of what color are they? 5. Why are they valued? 6. Where are they found, and how do they look before they are cut? 7. What is a lapidary? 8. From what are pearls obtained? 9. What metals are used in the setting of jewels?

96.—A Picture Story.

Ex. 1. *Tell orally and in writing the story that this picture suggests. Call it "Tot's Adventure."*

Tell how Tot was once left alone; how the dressing-case looked to him; about his curiosity; how he got up; what he saw; what he thought of himself; how he was found; and what his mamma said to him.

Ex. 2. *Describe everything that is on the dressing-case, and tell what else you think is in the room.*



97.—Meanings of Words.

After a conversation lesson, or a little study with the dictionary, write sentences to tell what these articles are:—

beef	mutton	venison	pork	tallow
hay	maize	raisins	cider	cream

98.—Synonyms.

Ex. 1. *Read the following expressions, using simpler words from the list in place of those that are italicized :—*

shorten	chief	story	help	prompt
loving	get	tell	strong	accident

- | | |
|--------------------------------------|----------------------------------|
| 1. <i>assist</i> the weak ; | 6. <i>obtain</i> work ; |
| 2. a <i>powerful</i> man ; | 7. my <i>principal</i> study ; |
| 3. <i>lessen</i> the time ; | 8. be <i>punctual</i> ; |
| 4. an interesting <i>narrative</i> ; | 9. a frightful <i>disaster</i> ; |
| 5 <i>notify</i> the doctor ; | 10. an <i>affectionate</i> son. |

Ex. 2. *Use these changed expressions to make sentences, without such words as **he, it, that,** and **this.***

99.—A Story to Write.

Write this story after hearing it read once.

CONTENTMENT.

A generous old man, who had many acres of land, once put up this sign near the edge of a field: "I will give this field to whoever is happy and contented."

Presently some one applied to him, and the old man asked: "So you are a contented person, are you?"—"I am, sir, perfectly," was the reply. "Then why do you want my field?"

100.—Domestic Fowls.

Answer the following questions in a talk with your class and your teacher, and then write about the subject from memory :—

1. Mention in a sentence three domestic fowls that you know about. 2. How do they compare in size? 3. In what

respects do they differ? 4. How are their young produced? 5. Which are stronger — their wings or their legs? 6. What kinds of food does each eat? 7. Where do they get their food? 8. How should you describe their cries or the noises they make? 9. Where and in what position do they spend the night? 10. How is each useful to man? 11. Which do you think is the most valuable? Why?

101. — For the Memory.

Copy these verses, learn them, and later write from memory.

We must not hope to be mowers,
 And to gather the ripe, golden ears,
 Unless we first have been sowers
 And watered the flowers with tears.
 It is not just as we take it,
 This wonderful world of ours,
 Life's field will yield as we make it,
 A harvest of thorns or of flowers.

102. — Plural Possessives.

1. What is added to a singular name to make it possessive? 2. What is added to make it plural? 3. How are plural names made possessive?

Change these expressions so that the possessive shall be plural and possessive. Explain each change in this way: "That boy's skates" means "The skates belonging to that boy." "Those boys' skates" means "The skates belonging to those boys."

my friend's horse	that thief's name	the hero's hope
the doctor's eye	the lily's bell	the mosquito's sting
the fish's fins	the baby's mother	the wolf's den



FEEDING HER BIRDS.

103.—The Study of a Picture.

1. Why do you think "Feeding Her Birds" a good title for this picture by the French artist, Millet? 2. Where is the birds' nest? 3. Which of the three birds interests you? Why? 4. Are the parents rich or poor? Why do you think so? 5. Does the father help in feeding the birds? 6. What language do these children speak? 7. How do you think the children show their affection for one another? Their unselfishness? 8. Write a remark that each child might make.

Tell or write a story suggested by the picture.

Try to find other pictures by this artist. In what respect are they alike? Which is your favorite among them? The artist's life is very interesting. Try to find something about it.

104.—Commas in a Series of Words.

Our flag is red, white, and blue.

Grocers sell tea, sugar, rice, and flour.

Farmers plow, and plant, and reap.

Men, women, and children make the nation.

1. What three words tell the color of the flag? 2. Are they words of the same kind? 3. Are they all used in the same way? 4. In the second sentence, which words are used alike? 5. Taken all together, what do they show to us?

Three or more words of the same kind used in the same way make a *series* of words.

6. What series of words shows what farmers do? 7. Are they words of the same kind and used in the same way? 8. How are they separated? 9. What series is in the fourth sentence? 10. What does this series show? 11. Why do we call these words a *series*? 12. How are they separated?

The words of a series are kept separate by commas.

Ex. 1. *Write answers to each of the following questions, using a series of words in each sentence :—*

1. What four things may you do in school?
 2. What can you buy at a furniture store?
 3. What does the carpenter build?
 4. What tools does a carpenter use?
 5. Of what shape may a biscuit be?
 6. What are called the primary colors?
 7. What are the cardinal points of the compass?
 8. What drinks that you know of contain alcohol?
 9. What are the duties of a gardener?
-

105.—“Who’s” and “Whose.”

Who’s is a contraction of *who is*.

Whose asks *to whom* a thing belongs. Thus :—

Who’s going to the river to-day?

Whose apron is this?—which means—*To whom* does it belong?

Ex. 1. *Supply who’s or whose, and tell why you choose as you do.*

1. Do you know —— playing at first base?
2. —— turn is it to go to the bat?
3. —— house is that on the hill?
4. —— the owner of that house?
5. Tell me —— singing you like best.
6. Tell me —— waiting at the station.

Ex. 2. *Write three sentences using whose, and three using who’s. Do not begin two sentences in the same way.*

106.—A Vacation Letter.

Up among the hills is grandfather's farm, where for weeks you have been staying. The letters that you send to your mother will be full of news. Write one now about farm life, or about catching "Old Bess" for a ride;—how you came to meet—what each had been doing—in what sort of place you found her—what she wanted

or seemed to say—and why she was attracted by the hat. *Make the letter tell what the picture tells and more.*



G.W. Picknell.

107.—Meanings of Words.

Learn what these things are from the dictionary or by asking questions, if you do not know; then define in written sentences:—

prunes	sugar	cork	veal	bacon
wine	acorns	straw	lard	ham

Try to tell where these articles are produced. Tell some of the uses of cork and straw.

108. — The First Snow-Fall.



James Russell Lowell was born at "Elmwood," Cambridge, Massachusetts, on Washington's birthday in 1819. He was graduated from Harvard in 1838. After a few years spent in the study and practice of law, he devoted his life to literary pursuits. He succeeded Longfellow as professor at Harvard. He represented our country in Spain, and later in England. He died in 1891 at "Elmwood," where most of his life had been spent.

The snow had begun in the gloaming,
And busily all the night
Had been heaping field and highway
With a silence deep and white.

Every pine and fir and hemlock
Wore ermine too dear for an earl,
And the poorest twig on the elm-tree
Was ridged inch deep with pearl.

From sheds new-roofed with Carrara
Came Chanticleer's muffled crow,
The stiff rails were softened to swan's down,
And still fluttered down the snow.

I stood and watched by the window
The noiseless work of the sky,
And the sudden flurries of snow-birds,
Like brown leaves whirling by.

I thought of a mound in sweet Auburn,
Where a little headstone stood ;

How the leaves were folding it gently,
As did robins the babes in the wood.

Up spoke our own little Mabel,
Saying, "Father, who makes it snow?"
And I told of the good All-father
Who cares for us here below.

Again I looked at the snow-fall,
And thought of the leaden sky
That arched o'er our first great sorrow,
When that mound was heaped so high.

I remembered the gradual patience
That fell from that cloud like snow,
Flake by flake, healing and hiding
The scar of our deep-plunged woe.

And again to the child I whispered,
"The snow that husheth all,
Darling, the merciful Father
Alone can make it fall."

Then, with eyes that saw not, I kissed her;
And she, kissing back, could not know
That *my* kiss was given to her sister,
Folded close under deepening snow.

— JAMES RUSSELL LOWELL.

EX. 1. *Tell the meaning of gloaming, ermine, earl, Chanticleer. What is meant by "ridged inch deep with pearl?" By "new-roofed with Carrara"? By "sweet Auburn"? By the last line in the fifth stanza?*

EX. 2. *Copy the last two stanzas, and learn the entire poem.*

109.—A Talk about Plants.

1. Mention something that lives in the air. On land. In water. 2. Do any plants live in water? Do any live in air? 3. Mention the largest and the smallest plants that you know. 4. Is the grass on a lawn one spreading plant, or many close together? 5. What leafless plants grow on rocks or on the bark of trees?

6. What is the root? 7. What is the part just above the ground? 8. What other parts can you name? 9. What is an unopened flower?

10. Do plants have a limited time of life? 11. Find out some common plants that live only two years. Only one year. 12. Can you tell about some trees or other plants — how long they live?

Write what you have learned from your conversation about plants.

110.—Sixteen Plurals in “ves.”

Most names ending in *f* or *fe* add simply *s* to make the plural. As,—

griefs reefs fifes strifes

Sixteen common names ending in *f* or *fe* make their plurals by changing the *f* or *fe* to *ves*. They are,—

calf	. .	calves	thief	. .	thieves	wife	. .	wives
half	. .	halves	elf	. . .	elves	loaf	. .	loaves
staff	. .	stäves	self	. . .	selves	wolf	. .	wolves
beef	. .	beeves	shelf	. .	shelves	wharf.	. .	wharves
leaf	. .	leaves	knife	. .	knives			
sheaf	. .	sheaves	life	. . .	lives			

Learn these plurals, and use each of them in a sentence.

111. — Divided Quotations.

"Which of you," asked Mr. Brown, "can tell what a palace is?"

"I think," said Edna, "that a palace is a king's house."

1. Read the question that Mr. Brown asked. 2. Into how many parts is it divided? By what? 3. How is each part inclosed? 4. What is it that we put into quotation marks? 5. Why are not the words *asked Mr. Brown* inclosed in quotation marks?

6. Read the second quotation. 7. What words divide it into parts? 8. How are these words separated from the rest of the sentence?

When a quoted sentence is divided into two parts by other words, each part must be inclosed in quotation marks, and separated from the rest of the sentence by a comma.

EX. 1. *Write the examples that follow as divided quotations by changing the place of such expressions as he said. Thus: —*

"We shall go if it does not rain," he said.

"We shall go," he said, "if it does not rain."

1. "Run up the flag, for our side has won," Tom shouted.
2. "Follow the left-hand road and you will find the spring," answered the guide.
3. "How long it is since the train started!" sighed Harry
4. "What is the use of the ship's rudder?" we asked.
5. The proverb says, "Where there's a will, there's a way."

EX. 2. *Write at Dictation —*

"Come again," said he, "when you can stay longer."

"Mother," little Clara asked, "are the stars angels' eyes?"

"No, my darling," answered her mother, "they are great suns like ours."

"All that glitters is not gold," should read, "Not all is gold that glitters."

112. — To be Learned.

'Mid pleasures and palaces though we may roam,
Be it ever so humble, there's no place like home!
A charm from the skies seems to hallow us there,
Which, seek through the world, is ne'er met with elsewhere.
Home, home, sweet home!
There's no place like home!

— JOHN HOWARD PAYNE.

113. — A Composition: Windows.

Write what you know about "Windows," after examining those in your schoolroom and talking about them.

1. How many are there? 2. What is their use? 3. Why are they opened? 4. What part is raised or lowered? 5. In what do the sashes move? 6. What keeps the window open? 7. How many panes of glass are in each sash? 8. How are they fastened in? 9. What are the mullions? 10. Why do we call glass transparent? 11. What is a glazier?

114. — For Dictation.

"How old are you, my little fellow?" said Mr. Whittemore, the superintendent, to a lad who entered his office January 1, 1901. "I'm nine years old," replied the boy, "and I go to the Longfellow School."

"I can spell separate, gallon, believe, measles, receive, and advertise," said Thomas, a pupil in the Lincoln School, "and Wednesday, too, I think."

"My son, hear the instruction of thy father," is a quotation from the Bible.

"There's no time for William's piece," said the teacher.

Abraham Lincoln said, "Peace does not appear so distant as it did."

"Peace does not appear so distant as it did," said Abraham Lincoln.

"Peace," said Abraham Lincoln, "does not appear so distant as it did."

115. — Synonyms.

sharp	speed	fault	busy	admits	manners
stops	polite	pain	skill	advice	beating

Ex. 1. *In the first column below, use words from the list in place of those that are italicized. In the second column, change both words.*

<i>velocity</i> of the wind	courteous behavior
follows good <i>counsel</i>	acute suffering
<i>industrious</i> as a bee	acknowledges the defect
a beaver's <i>ingenuity</i>	ceases to throb
a <i>pointed</i> stick	confesses his error

Ex. 2. *Write sentences containing these expressions. Explain orally the meaning of the words that you have changed.*

116. — Nine Plurals without "s."

Nine common names form their plurals *without s*. They are, —

man . . . men	ox . . . oxen	tooth . . . teeth
woman . . . women	goose . . . geese	mouse . . . mice
child . . . children	foot . . . feet	louse . . . lice

Ex. 1. *Make sentences, using two of the preceding words in each sentence.*

Most names ending in *o* are made plural by adding *s*; some common ones, however, add *es* to form the plural.

Ex. 2. *Learn to spell the following plurals. Then use each in a sentence.*

cargoes	heroes	negroes	torpedoes	pianos
calicoes	mosquitoes	potatoes	volcanoes	solos
echoes	motatoes	tomatoes	grottos	zeros



AN ENGLISH FARM-YARD SCENE.

This picture is from a painting by the English artist, Herring.

Make a study of the picture, and then write as full a description as you are able.

These questions may help you : —

1. What season of the year is represented? Give your reason.
2. What time of the day? Why do you think so?
3. How many groups of animals are shown, and of what kinds?
4. Which interests you most, and why?
5. In what way are these animals useful to man?
6. Which of the buildings is the farmer's dwelling?
7. Is this farmer probably kind and humane? Give your reason.

You will be interested in studying other pictures by this artist.

118. — Possessives.

1. How do most plurals end? 2. How do most plurals form the possessive? 3. What are the nine names that form their plural without *s*? 4. Give their plurals.

The “nine plurals without *s*” are made to show possession by adding *'s*, just as in the singular.

Which of these objects are spoken of as having more than one owner? —

a man's boot	children's hands
men's hats	an ox's yoke
a woman's shoes	oxen's horns
women's gloves	a goose's foot
a child's hands	the mouse's nest

*In making names possessive we add only the apostrophe to plural names ending in *s*; but to all other names we add *'s*.*

Ex. 1. *About each of these words ask yourself, first, “Is it plural?” second, “Does it end in *s*?” and then write its possessive.*

girls	monkeys	ladies	milkmen	Mr. Foss
women	altos	oxen	banjos	thieves
wife	Charles	foxes	children	buffaloes

Ex. 2. *In one column write the singular of these words, and in another write their plural; then change all the words in both columns into possessives: —*

gentleman; lady; boys; girls; women; child; fairy; negro; calf; hero; church; donkey; lily; Germans; enemy; Englishman; sheep; ostrich.

Ex. 3. *Change singular words to plural words.*

My brother's wife is my sister-in-law.

The hero's victory was celebrated in the city.

119. — House-Building.

Observe the houses that you pass on your way to school ; ask and talk about all the materials in building them ; then write upon the subject. Make short sentences.

1. What are houses? 2. Of what three materials are they most often made? 3. Of what kinds of wood? 4. Where do we get the wood? 5. Of what kinds of stone? 6. Where are the quarries? 7. Of what are bricks made? 8. How are they joined together? 9. Of what is mortar made? 10. With what are roofs covered? 11. Why are houses painted? 12. What metals are used in building, and for what purposes?

120. — About Shoes.

After a conversation lesson write, without the book, all that you can about "shoes."

1. Do all tribes and peoples wear shoes? 2. What strange kinds have you ever seen? 3. Of what were they made? 4. Of what are our shoes made? 5. Name the several parts of a shoe. 6. How are they fastened together? 7. Name several different kinds of shoes. 8. What are overshoes? 9. Of what are they made? 10. Where does this substance come from? 11. What animals wear shoes? Why? 12. How many shoes does a horse wear? An ox? 13. Why does one need more shoes than the other?

121. — "Not" and "No."

No means not any.

Nothing means not anything.

Nobody means not anybody.

No one or none means not any one.

When we use *not* in a sentence, we must use no other word that has *not any* in its meaning. Say —

Do *not* make *any* mistakes, or Make *no* mistakes.

Never say “*Don’t make no mistakes,*” for that means “Do *not make not any mistakes.*”

Do not use “no” after “not” in the same expression.

EX. 1. *From the following words fill each blank so that both sentences shall have the same meaning. Thus: —*

“I have *no* money” means “I have *not any* money.”

nothing	nobody	no one	no	not
anything	anybody	any one	any	none

1. I don’t want — work, *or* I want — work.
2. I have seen — one, *or* I haven’t seen —.
3. He isn’t doing —, *or* He is doing —.
4. He knows —, *or* He does not know —.
5. He never said —, *or* He always said —.
6. He has — pain, *or* He hasn’t — pain.
7. I’ve called — body, *or* I haven’t called —.
8. We have lost —, *or* We have — lost — thing.
9. I haven’t —, *or* I have —.
10. Haven’t you — thing? *or* Have you —?

EX. 2. *Read aloud the first column of sentences; then the second.*

122. — My Schoolhouse Described.

Write a full description of your schoolhouse. Follow this order: —

Where it is; what its surroundings are; size of grounds; when built; of what materials; the size; height; kind of roof; entrances; number of rooms and halls; kind of wood used in finishing; how heated, ventilated, ornamented.

123. — Two Letters.

Ex. 1. *Write a letter to your uncle about going to school.*

Say where you attend; what class you are in; who your teacher is; how far you have to walk; in just what directions you go; what streets you take; what streets you cross; what public buildings you pass; whether you always return by the same way.

Ex. 2. Suppose that a letter from your aunt tells you that the "St. Nicholas" is to be sent to you for a year as a birthday present. *Answer her letter thanking her for the gift, and telling her how you hope to profit by it.*

124. — Study of Trees.

[Compare Lesson 133.]



Ex. 1. *Read this lesson through; then, during the next two or three days, look sharply at such trees as you see, learn what you can about them, and be prepared to answer these questions: —*

1. What is a forest? 2. What is a grove? 3. What kinds of shade-trees grow in your town? 4. Which are

brightest in autumn? 5. Name one that has a tall, straight stem. 6. Where do the branches commonly begin? 7. Mention a kind whose main trunk stops short, and divides into branches. 8. What differences have you noticed in the barks of common trees? 9. What must a plant have, in order to be called a tree? 10. How old a tree have you seen?

EX. 2. *Compare the trees in the cut as to trunks, leaves, and branching. Do they resemble any trees with which you are familiar?*

EX. 3. *Write a composition on "The Uses of Trees," using the suggestions in these verses.*

What do you see in the lofty trees?
We see the ship that will cross the seas:
We see the masts to carry the sails:
We see the plank to weather the gales.

What do we plant when we plant the tree?
We plant the houses for you and me:
We plant the rafters, the shingles, the floor:
We plant the shade before the door.

A thousand things that we daily see
Are brought to us from the waving tree;
A thousand things on land and sea
Are planted by us when we plant the tree.

— SELECTED.

125. — Practice in Story Writing.

THE PATIENCE FLOWER.

Annie and May were walking to the town. It lay four miles from their village. Each carried a basket of fruit which she hoped to sell. Annie looked unhappy. She sighed, and even grumbled. May talked brightly, and laughed, and looked merry. Annie said: "How can you laugh? —

such heavy baskets, and you no stronger than I." "O," said May, "I slipped into my basket a tiny plant that makes it feel very light." "That must be precious. What is it?" Annie asked; "and where can I get some?" "If you please, it's the Patience flower," May answered; "it grows wherever you let it."

126.—Practice in using Possessives.

EX. 1. *What is the work or business of each of the following persons? Use the possessive form.*

boatman	physician	salesmen	merchant
minister	expressmen	carpenter	laundryman
postman	miner	iceman	conductor

EX. 2. *Use first the possessive, and then the simple plural form, in giving the native land of these persons, as follows:—*

The Dutchman's native land is Holland. Dutchmen live in Holland.

Greek	Dane	Irishman	Scotchman
Welshman	Spaniard	Italian	Portuguese

127.—Synonyms.

generous	courage	wastes	copies	huge	way
fearless	grasping	cost	counts	forces	rock

EX. 1. *Change each of these phrases by using a word from the list, but keep the meaning about the same:—*

follow our <i>models</i>	a benevolent man
take a new <i>route</i>	clutching the rope
<i>compels</i> him to go	estimates the expense
<i>squanders</i> money	without fear
reward his <i>valor</i>	immense boulder.

EX. 2. *Put these expressions into written sentences. Use synonyms if you like.*

128. — Verses to Remember.

Learn one of these selections, and then write it from memory.

Little by little the time goes by —
Short if you sing through it, long if you sigh.
Little by little, — an hour, a day,
Gone with the years that have vanished away;
Little by little the race is run,
Trouble and waiting and toil are done.

“ Help one another,” the dewdrop cried,
Seeing another drop close to its side ;
“ The warm south wind would dry me away,
And I should be gone ere noon to-day ;
But I'll help you, and you help me,
And we'll make a brook and run to the sea.”

129. — About Water.

First, have a talk about water, — think of the places where it is found, and of the many uses that it has. Then write about it.

1. Where does the water in a well come from? 2. Why do not wells fill with water? 3. In what ways is water got from them? 4. Where else may we get water? 5. Where does the water that you drink come from? 6. How is it brought to your house? 7. Why does water rush from a faucet?

8. How is rain water caught so that we may use it? 9. Of what use are reservoirs? 10. Where do clouds get their water? 11. How many uses for water can you name? 12. How many for ice and for steam?

130. — To describe an Umbrella.

Your teacher will show an umbrella to you, and you may describe in this order its parts and its uses : —

Parts : stick, ribs and braces, covering, springs.

Stick : use, material, length, handle, thimble, or ferrule and tip.

Ribs and braces : use, number, material, how fastened together.

Covering : use, material, color, how fastened on.

Springs : use, number, shape, structure, material.

Uses : sun, rain, snow.

131. — A Loaf of Bread.



EX. 1. *In a conversation with your teacher and your classmates, try to tell what happens to the wheat from the time when it is planted until the loaf is put upon the table.*

EX. 2. *Afterwards you may write about "A Loaf of Bread."* Make short sentences. The following words suggest the order : —

Spring; farmer; plow; harrow; sowing; sun; rain; ripening; harvest; reaper; sheaves; threshing; mill; miller; grinding; flour; barrel; cars; merchant; the money; the cook; milk; water; salt; yeast; kneading; raising; oven.

"Behind the snowy loaf is the mill-wheel; behind the mill is the wheat-field; on the wheat-field rests the sunlight; above the sun is God."

132. — "It is I," etc.

EX. 1. *Study and repeat these sentences until the correct forms seem more familiar than the wrong ones that you often hear: —*

PRESENT.

Is it I?	It's I.	It is not I.	It's not I.
Isn't it she?	It is she.	It's not she.	It is not she
Is it not he?	'Tis he.	'Tis not he.	It's not he.
Is it they?	It's they.	It's not they.	'Tisn't they.
Isn't it we?	It's we.	'Tis not we.	It isn't we.

PAST.

Was it not I?	'Twas I.	It wasn't I.	'Twas not I.
Was it she?	It was she.	'Twasn't she.	It wasn't she.
Wasn't it he?	'Twas he.	It was not he.	'Twasn't he.
Was it not they?	It was they.	'Twas not they.	It wasn't they.
Was it we?	'Twas we.	It was not we.	'Twasn't we.

EX. 2. *Fill the blanks with I, he, she, we, or they: —*

1. Who is that at the door? It's —.
2. Is that your sister Emily? 'Tis not —.
3. *Was* it your brother that fell? Yes; it was —.
4. Was it you or Edward? It was neither — nor —.
5. Was it not the Rays that called? No; it wasn't —.
6. Is it you two that are going? No; it is not —.
7. Wasn't it — that sold the farm? 'Twas —.
8. Was it — or — that was invited? 'Twasn't —.
9. Is it — or — that he means? It isn't —.
10. What would you do if you were —?
11. Some one may do it, but it won't be —.

EX. 3. *For any one who cares to speak correctly, which do you think is the better motto, "Practice makes perfect," or, "Trifles make perfection"?*

133. — A Study of Trees.

1. Name the parts of a tree, beginning with the lowest part.
2. Which parts are most useful to man? 3. What part becomes India rubber? or maple sugar? or spruce gum? 4. What part is used for tanning leather? What is cork? 5. Name some trees that are valued for their fruit. For the color and hardness or the beautiful grain of their wood. 6. From what trees do we get lumber for building? Which are most used for fuel?

7. Tell what climb and fly and creep into trees. What jump from limb to limb. 8. How do woodpeckers get their living? 9. Do you know what sound the tree-toad makes?

10. What is Arbor Day? Why need we plant trees and care for them?

Write a composition about trees, making several paragraphs.

134. — Homonyms.

1. What do we call words that have nearly the same meaning?
2. Mention two synonyms. 3. Are *know* and *no* alike in meaning?
4. Are they alike in sound?

Words that sound exactly alike are *homonyms*.

Ex. 1. *Of the following words, first use each one in a statement, a command, or a question; then find a homonym for it, and put that into a sentence to show the different meaning: —*

fair	way	lain	waist	bare
peal	blew	stairs	gait	heard
strait	dyeing	sealing	yolk	made
slay	rain	knew	flower	peace

Ex. 2. *Find synonyms for ten of the preceding words.*

EX. 3. **For Dictation.** "Why do you walk so one-sided, my son?" asked the crab. "It is awkward and unbecoming. If you wish to make a good appearance, go straight and forward."

"What you say is quite true," replied the young crab. "If you will but show me how, I will promise always to do as you wish."

The mother tried to do so, but in vain.

Example is better than precept.

135. — About a Picture.

EX. 1. In a conversation about parrots, learn what their habits are, where they are native, and what power they have of imitating speech. Tell about some particular parrot if you can.

EX. 2. *Make up a story of "Poll's Morning Call," as you imagine it from the picture.*

First describe Poll: her early home, who brought her, who owned her, how and where she was kept, what she liked to eat, how much freedom she had. Then narrate the morning call, giving the conversation between Poll and little Peter.

EX. 3. *When you write the story, be careful to use quotation-marks without a mistake.*



136. — The Parrot.

A parrot, from the Spanish main,
Full young and early caged came o'er,
With bright wings, to the bleak domain
Of Mulla's shore.

To spicy groves where he had won
His plumage of resplendent hue,
His native fruits, and skies, and sun,
He bade adieu.

For these he changed the smoke of turf
A heathery land and misty sky,
And turned on rocks and raging surf
His golden eye.

But petted in our climate cold,
He lived and chattered many a day
Until with age, from green and gold
His wings grew gray.

At last when blind, and seeming dumb,
He scolded, laugh'd, and spoke no more,
A Spanish stranger chanced to come
To Mulla's shore.

He hailed the bird in Spanish speech,
The bird in Spanish speech replied :
Flapped round the cage with joyous screech,
Dropt down and died.

— THOMAS CAMPBELL.

- Ex. 1. 1. Describe the land from which this parrot came.
2. Describe the island of Mull off the coast of Scotland to which he was carried. 3. How did his appearance change?

4. What other changes took place in the bird? 5. Tell the circumstances of his death?

Ex. 2. *First tell and then write the story.*

137.—“Doesn’t” or “Don’t.”

Ex. 1. *Study these contractions, and repeat them until they become so familiar that anything different will sound wrong:—*

He does not	He doesn't.	Does he not?	Doesn't he?
She does not	She doesn't.	Does she not?	Doesn't she?
It does not	It doesn't.	Does it not?	Doesn't it?
One does not	One doesn't.	Does one not?	Doesn't one?
I do not	I don't.	Do I not?	Don't I?
You do not	You don't.	Do you not?	Don't you?
We do not	We don't.	Do we not?	Don't we?
They do not	They don't.	Do they not?	Don't they?

Ex. 2. *Put do not sing or does not sing after each of these words, and repeat the sentences rapidly:—*

he we they she one two you it

In the same way use the contracted forms don't sing or doesn't sing.

Ex. 3. *Use do not or does not, in asking questions about these things. Then use instead the contractions don't or doesn't.*

birds	coal	rice	a week	pin
a bee	wood	tea	April	fire

Ex. 4. *Try to tell when we are to use don't and when doesn't.*

138.—About Animals.

Ex. 1. *Answer the following questions orally in complete sentences:—*

1. Do both plants and animals have life? 2. Have they feeling? 3. Can they move from place to place? 4. Do any

animals live in the ground? 5. Try to explain the difference between a plant and an animal.

6. Tell four ways in which animals move about. 7. Which is the slowest way, and which the quickest? 8. Mention an animal that goes in the first of these ways; in the second; in the third; in the fourth. 9. Name an animal that has two ways of moving, and tell what they are. 10. Have any animals three ways?

11. Name an animal that lives only on land. 12. Name one that lives only in water. 13. One that lives both on land and in water. 14. Do all animals have blood? 15. Do they all breathe air?

Ex. 2. Write answers to the questions as if you were talking about animals.

139. — “Did” or “Done.”

Edward *has done* well to-day.

I *did* better yesterday.

The boys *have done* their work quickly.

Who *did* the example first?

Have you *done* your tasks faithfully?

He *had done* the errand already.

1. *Did* and *done* are forms of *do*. 2. Which of them is used with *has*? 3. Which is used with *have*? 4. Which with *had*? 5. Which would you use with *was* or *will be* or *may be*?

Done is used after *have*, *has*, or *had*.

Did must never be used after *have*, *has*, or *had*.

Fill the blanks with *did* or *done*, as you think right: —

1. Who did it? The blacksmith — it.
2. He has — it just right.
3. Have they — the printing yet?

4. Yes, they — it last Tuesday.
 5. Who — your work? My friend — it.
 6. Who has — wrong? They — done wrong.
 7. Who — the hardest part? He — it very well.
 8. Have you — what I asked?
 9. I saw him when he — it. He — it well.
-

140.— Stems, Trunks, and Wood.

Ex. 1. 1. What is meant by the stem of a plant? What plants have stems that are of wood? 2. What are shrubs and bushes? 3. What kind of stem do herbs have? 4. What kind of stem lives through the winter? 5. Tell what oaks and grasses do in a gale of wind.

6. What is the covering of tree trunks? 7. Of what use is it to a tree? Where does the sap flow? 8. What is the meaning of the rings in the wood? 9. How old a tree is shown in the cut? 10. Can you see any year-marks in the wood of your desk, or in the floor? 11. Mention some of the uses of wood. 12. What is the color of pine wood? Of ebony? Of mahogany?

Ex. 2. Collect specimens of different woods, and compare the grain, color, fineness, etc.

Ex. 3. *In a composition about "Wood," give its origin, kinds, and uses.*



141. — A Description.

JAMIE, THE GENTLEMAN.

There's a dear little ten-year-old down the street,
With eyes so merry and smile so sweet
I love to stay him whenever we meet ;

And I call him Jamie, the gentleman.

His home is of poverty, gloomy and bare ;
His mother is old with want and care, —
There's little to eat and little to wear

In the home of Jamie, the gentleman.

He never complains though his clothes be old, —
No dismal whinings at hunger or cold ;
For a cheerful heart, which is better than gold,

Has brave little Jamie, the gentleman.

His standing at school is always ten,
For — “ Diligent boys make wise, great men,
And I'm bound to be famous some day ; and then ” —

Proudly says Jamie, the gentleman, —

“ My mother shall rest her on cushions of down,
The finest lady in all the town,
And wear a velvet and satin gown.” —

Thus dreams Jamie, the gentleman.

“ Trust ever in God,” and “ Be brave and true,” —
Jamie has chosen these precepts two ;
Glorious mottoes for me and for you.

May God bless Jamie, the gentleman !

— MABEL C. DOWD.

*Study the description of “ Jamie, the Gentleman ” ; then tell
and write about him in your own language. Describe —*

- | | |
|-----------------------------|-----------------------------|
| 1. His personal appearance. | 4. His character at school. |
| 2. His home. | 5. His love for his mother. |
| 3. His disposition. | 6. His mottoes. |

142. — The Coverings of Animals.

Answer the following questions in a conversation lesson, and afterwards write about "The Coverings of Animals."

1. What is the covering of oysters and of snails? 2. Of what use is it to them? 3. Mention several other animals with different kinds of coverings. 4. Why do animals need more covering than merely a skin? 5. What coverings of animals are useful to man?

6. What is made from the hides of oxen? How is it used? 7. What is done with the hair? 8. How are the manes and tails of horses used? 9. What do we get from seals and beavers? from birds? from tortoises? 10. How are these products used? 11. Mention other fur-bearing animals. 12. What are bristles, down, parchment, kid?

143. — "See, Saw, Seen."

I *see* it now.

He *sees* us now.

I *saw* it yesterday.

He *saw* us last week.

I *have seen* it often.

He *has seen* us before.

See, sees, saw, and seen are forms of *see*.

Which forms refer to what is done *now*?

Which form refers to what was done in the *past*?

Which is the form used with *have, has, was, etc.*

Supply see, saw, or seen:—

1. Yesterday we —— the sun set.
2. Have you ever —— anything more beautiful?
3. We —— Mt. Washington last summer.
4. The owl —— in the night.
5. Have you —— an eclipse?
6. Yes; I —— one last year.
7. Had you never —— one before?
8. I —— him when he did it.



144. — The Wounded Hound.

Ex. 1. The picture on the next page is by the English artist, Richard Ansdell. 1. What lesson does the first look at it suggest? 2. Describe the central figure in the picture. 3. Tell what is being done. 4. Speak of the other animals in the picture. 5. Why do you think animals appreciate kindness? 6. If dogs could talk, what would each of these probably say? 7. Use appropriate names in speaking of them. 8. Describe the man and tell something of his character.

Ex. 2. *Write two or three reasons why we should be kind to dumb animals.*

Ex. 3. *Write the story of "The Wounded Hound."*

Ex. 4. *Write a dozen sentences upon "Kindness to Animals."*

Ex. 5. *Perhaps you would like to write about "Dogs," telling their kind — habits — how they are useful to man ; or —*

Ex. 6. *You may describe some dog you have known, or tell a story about one.*

145. — Synonyms.

Ex. 1. *Select from the following words those that are synonyms, and write them by twos. Find homonyms for five of them.*

uproar	sight	throng	crafty
appear	gale	grieve	fury
mourn	total	rage	squander
high	crowd	tempest	lofty
scene	waste	cunning	whole
shrieks	clamor	seem	screams

Ex. 2. *Make a list of five words that will properly describe a path ; a mountain ; a fire ; a thunder storm ; a watch ; a palace.*

146. — A Stanza to Learn.

Where does the snow go,
So white on the ground?
Under May's azure
No flake can be found.
Look into the lily
Some sweet summer hour;
There blooms the snow
In the heart of the flower.

— LUCY LARCOM.

147. — A Letter to Write.

For Boys. — Write such a letter as you might send to a friend who had asked you to go fishing with him next Saturday. If you wish to go, and have made no other plans for the day, say where and when you will meet him. If, however, you are to play ball with your club in a match game, or have some other engagement, tell him so. If you do not care to go because you think the fish should be left in the pond to enjoy their freedom, say that but say it pleasantly.

For Girls. — Imagine a tea-party that you might have had in the garden last Saturday. Write to some one who was expected, but who was too ill to come, and tell her all about it, — the company, the table, how it was set, the seats, the talk, and, if you like, the sudden shower.

148. — Forms for Past and Present.

There! The whistle *blows*.
The whistle *blew* last night.
The whistle *has blown* every day this week.

1. Which word tells what the whistle does *now*? 2. Which tells what it did yesterday? 3. What form is used with *has*?

Present forms tell what happens *now*.

Past forms tell what happened in the *past*.

Present FORM.

Past FORM.

FORM USED WITH *have, has, is, am, are, was, were, be, been.*

blow

blew

blown

draw

drew

drawn

fly

flew

flown

know

knew

known

throw

threw

thrown

- EX. 1. Give the past form of the words in the first column.
2. Give the form used with *have*. 3. Is it right to use *has* with the words in the second column? 4. Use *has* with the words in the third column. 5. Use *have ; was ; are ; will be*.

EX. 2. *Supply the proper form in each sentence : —*

Blow. — Last night the wind ——— down a large tree.

Draw. — Those horses have never ——— a heavy load.

Fly. — Not long ago a pigeon ——— six hundred miles.

Know. — Columbus never ——— that he had seen a new continent.

Throw. — A rope was ——— to the man in the water.

Throw. — It was a sailor who ——— it to him.

Blow. — All the dust is ——— away.

Fly. — The wild geese have ——— to the south.

Draw. — Yesterday we ——— an ivy-leaf.

Know. — We never have ——— as many as you.

149. — Words to be Defined.

After talking about the following, write sentences to tell what they are : —

a cripple

a nurse

a prison

a hospital

a patient

a warden

a surgeon

an asylum

a work-house

150. — My School Desk.

After talking about your desk, write a well-arranged description of it. Follow this order: —

Parts. — Standards, box, finished top.

Standards. — Material; shape, and reason for it; why painted; how fastened above and below.

Box. — Kind of wood; how coated; length, width, depth; number of pieces; their names; how fastened together.

Top. — Why level or sloping; ink-well; groove; rail.

Uses. — Outside; inside.

151. — About Climate.

1. Where does the sun shine directly down upon the earth?
2. Which parts of the earth have the coldest climates?
3. Which have the hottest? 4. What makes the difference?
5. On leaving the warm earth to climb a high mountain, does the air grow hotter or colder? 6. Does the ground freeze in winter all over the earth? 7. How far down do you think the frost goes in winter? 8. Will trees grow where the ground never thaws? 9. Do you know what lichens are? Or where they grow? 10. Why do not plants grow in places called deserts? 11. Where would you go to find a moist climate?

*"Climate lasts all the time;
weather only a few days."*

— A Little Girl.

Ex. 1. *Write what you have learned about "Climate." Mention something else that you have observed, or would like to know, about climate.*

Ex. 2. *Describe the climate in which you live. Tell how it differs from the climate of other countries.*

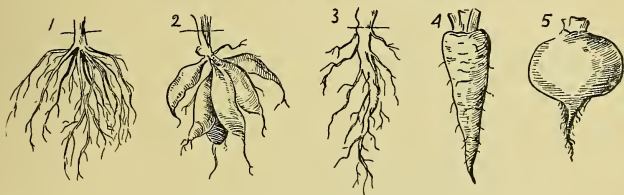
152.—Exercises to be Written.

EX. 1. *Make a careful observation of the weather for a week, and on Monday write out "A Week's Weather Record." You may speak of changes in temperature, in length of day, in direction of wind; of the rain or snow; of how your plans were changed, etc.*

EX. 2. *Tell in writing "How to Set the Table for Dinner." Watch and help your mother as she does it, and give all the details carefully.*

EX. 3. *Contrast summer sports with winter sports; tell which you prefer, and give reasons for your choice.*

153.—A Talk about Roots.

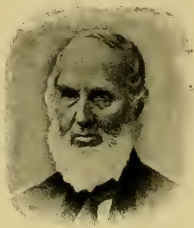


1. Where do plants get their food? 2. What serves as a mouth to take it up? 3. What dissolves the dry food of the ground? 4. At what time of the year does the sap of trees flow? 5. What use does the tree make of it? 6. Of what use are roots in a storm? 7. Find a tap-root in the picture. 8. Mention some roots that are used for food.

9. Mention a tree whose stem and roots and leaves live through the winter. 10. One whose stem and roots alone live. 11. What plants live as bulbs? 12. In beets and parsnips what part lives? 13. Name some plants that live through the

winter in the seed only. 14. If a plant lives only in its roots, will they be thread-like, or fleshy? 15. Explain from the picture which roots are conical, fibrous, turnip-shaped, fleshy.

154.—A Poem to Study.



John Greenleaf Whittier, sometimes called the "Quaker Poet," was born near Haverhill, Massachusetts, Dec. 17, 1807. He worked on the farm and in the shoemaker's shop till he was nearly eighteen years of age. He attended the town academy for two years. His first poems were published in 1826. For many years he was an editor. He wrote both prose and poetry. He is chiefly remembered, however, for his poetry, which is full of sympathy for the poor and the oppressed. He died in 1892.

You will be interested in reading, and in learning extracts from, "The Barefoot Boy," "Snow Bound," "The Corn Song," and his other poems.

IN SCHOOL-DAYS.

Still sits the school-house by the road,
A ragged beggar sunning;
Around it still the sumachs grow,
And blackberry-vines are running.

Within, the master's desk is seen,
Deep scarred by raps official;
The warping floor, the battered seats,
The jack-knife's carved initial;

The charcoal frescos on its wall;
Its door's worn sill betraying
The feet that, creeping slow to school,
Went storming out to playing!

Long years ago a winter sun
Shone over it at setting ;
Lit up its western window-panes,
And low eaves' icy fretting.

It touched the tangled golden curls,
And brown eyes full of grieving,
Of one who still her steps delayed
When all the school were leaving.

For near her stood the little boy
Her childish favor singled :
His cap pulled low upon a face
Where pride and shame were mingled.

Pushing with restless feet the snow
To right and left, he lingered ; —
As restlessly her tiny hands
The blue-checked apron fingered.

He saw her lift her eyes ; he felt
The soft hand's light caressing,
And heard the tremble of her voice,
As if a fault confessing.

" I'm sorry that I spelt the word :
I hate to go above you,
Because," — the brown eyes lower fell, —
" Because, you see, I love you ! "

Still memory to a gray-haired man
That sweet child-face is showing.
Dear girl ! the grasses on her grave
Have forty years been growing !

He lives to learn, in life's hard school,
How few who pass above him
Lament their triumph and his loss,
Like her, — because they love him.

EX. 1. *Carefully read and study the poem. Describe the schoolhouse.*

EX. 2. *Describe each of the persons mentioned.*

EX. 3. *Relate the incident recorded in stanzas seven to nine.*

EX. 4. *Give the thought of the last two stanzas in your own language.*

EX. 5. *How many distinct pictures does the poem bring before you? Describe them. Is not the poem worth learning?*

155. — Letters to Write.

EX. 1. *Write a letter to interest a person who once lived in your town, but who has now been away for a year.*

Call the name Edward or Mary Norman of Ithaca, N.Y. Mention changes in streets; buildings added; persons who have changed their residences, or who have come to live in town; what has changed in school; and compare the way you now spend your time with the way in which you used to spend it.

EX. 2. Tom Sawyer's Uncle Joe has sent him a birthday present of a camera. He tries to "take" the cat and then the baby. Both attempts are failures. He succeeds better with Rover lying asleep on the piazza. He writes his uncle thanking him and narrating his experience. Write his letter.

EX. 3. Laura Todd writes to her cousin, Christie MacLeod, describing her collection of "Perry's Pictures." She mentions three Madonnas by different artists, four of Rosa Bonheur's

pictures, and two of Sir Edwin Landseer's. She gives their names and a brief description of her favorite. Reproduce her letter.

156.—The Frog.

After observation and conversation write about "The Frog."

1. Where does this animal live? 2. Is the skin smooth or rough? 3. Why is it so? 4. What happens to the frog when the skin becomes dry?

Watch the frog's eyes when he dives under water. 5. What does he draw over them? 6. Can he see through this membrane?

7. Why is the frog a good swimmer? 8. With which legs does he swim? 9. How does the motion of the legs differ from that of the duck? 10. How does the frog hold the front legs while swimming?

11. What kind of mouth has a frog? 12. Has it teeth? 13. Upon what does it feed? 14. Does it chew its food? 15. Why has it such a wide mouth? 16. Where does the frog lay its eggs? 17. How do the eggs differ from those of other animals? 18. What are the little animals called which hatch from these eggs? 19. Have they legs? 20. With what do they swim? 21. What shaped mouths have they? 22. What do they eat?

23. Which legs grow first? 24. When the tadpole no longer needs a tail what becomes of it? 25. Which could escape from fishes and large frogs more easily, a tadpole, or a tiny frog? 26. Why is it wise that frogs should hatch in the tadpole form?

To the Teacher.—The foregoing lesson should follow the child's observations of the development and growth of the frog, either at home, or, better, in the schoolroom.

157. — A Business Letter.

Copy the following letter, carefully observing the arrangement and punctuation of—

- (1) The heading, (2) The Address, (3) The Salutation, (4) The Body of the Letter, and (5) The Ending.

[HEADING]

276 Benton Ave.,
Kansas City, Mo.,
June 25, 1902.

[ADDRESS]

The Century Co.,
Union Square,
New York, N.Y.

[SALUTATION]

[BODY]

Gentlemen:— I inclose in this letter a money order for two dollars and fifty cents. Please send me the "St. Nicholas" for one year.

I should like to begin with the April number.

[ENDING]

Respectfully yours,
Mary L. Hopkins.

158.—Two Business Letters.

Ex. 1. Suppose that you wish to subscribe for "The Youth's Companion." Following the model in the last lesson, write a suitable letter to Perry, Mason & Co., calling their place of business 201 Columbus Avenue, Boston. The price is a dollar and a half a year.

Ex. 2. The writer of the letter in Lesson 157 changed her residence, in October, 1901, to Cleveland, Ohio, 946 Euclid Ave. She wishes the publishers of the magazine to send her copy to her new address. Write her letter, remembering that the old address must be mentioned too.

159.—A Story to be Reproduced.

Listen to the following story as it is read and told in different ways by your teacher, and reproduce it, first orally, then in writing.

Or, if your teacher thinks better, you may read it silently two or three times, and then tell and write it. Choose a title for the story.

A Newfoundland dog and a mastiff had a quarrel. They were fighting on a bridge, and suddenly, being almost blind with rage, over they went into the water.

The banks were so high that they were forced to swim a long distance before they came to a landing-place. This was easy for the Newfoundland dog: he was as much at home in the water as a seal. But not so with poor Bruce. He struggled and tried his best to swim, but made little headway.

Old Bravo, the Newfoundland, had reached the bank, and turned to look at his enemy. He saw that the other dog, whose strength was fast failing, was likely to drown. So what should he do but plunge in, seize

the mastiff gently by the collar, and, keeping his nose above water, tow the poor fellow safely into port.

It was curious to see the dogs look at each other as soon as they had shaken their wet coats. Their glances said as plainly as words, "We'll never quarrel again."

160.—The Parts of a Flower.*

1. What do we call unopened flowers? Find two in the cut. 2. In Fig. 1, what three parts do you see? 3. What is the usual color of the calyx? 4. What does it protect? 5. What colors have you seen on the corolla?

6. In Fig. 2, how many petals has the corolla? 7. How many sepals make the calyx? 8. In what order are they arranged? 9. How do they differ in shape? 10. Is the corolla of a flower always in several parts? What is shown in Fig. 3?

11. Where do birds and bees find honey? 12. Describe what is just inside the corolla surrounding the center of the flower in Fig. 4. 13. In this circle of stamens how many do you count? how many in Fig. 5? in Fig. 6?

14. Describe what the flower in Fig. 4 has for its center. What is this part called? 15. What parts of a flower are shown in Figs. 5 and 6? 16. Where would you look in a cherry blossom for the part that will become the fruit? 17. Can you find that part—the ovary—in Fig. 6? in Fig. 4? in Fig. 5? 18. Describe what rises from the middle of the ovary and what it bears at the top. 19. In which figure do you see just where the seed is?

* According to the previous training of the class, the simple analysis given on the next page may be divided between two or among several lessons. It may be repeated from time to time with different flowers.



Take a simple flower in your hand, and with the help of your teacher and the illustration find the parts that are named below. Then write a description of the one that you have before you.

Pedicel, the flower stem.

Calyx, leaflets covering the bud,
— each one a *Sepal*.

Corolla, inner leaflets of the
flower, — each one a *Petal*.

Stamens, thread-like *Filaments*
just inside the corolla, with
Anthers at their tops, con-

taining the powdery *Pollen*.
Pistil, the center of the flower,
with the *Stigma* at its top,
supported by the *Style*, and
at the base the *Ovary* in
which the *Seed* will be
formed.

161.—A Poem to Study and Learn.

THE USE OF FLOWERS.

God might have bade the earth bring forth
Enough for great and small,
The oak-tree and the cedar-tree
Without a flower at all ;
We might have had enough, enough
For every want of ours ;
For luxury, medicine, and toil,
And yet have had no flowers.

Then wherefore, wherefore were they made,
All dyed with rainbow light,
All fashioned with supremest grace,
Upspringing day and night ?
Springing on valleys green and low,
And on the mountains high,
And in the silent wilderness
Where no man passes by ?

Our outward life requires them not ;—
Then wherefore had they birth ?
To minister delight to man,
To beautify the earth,
To comfort man, to whisper hope
Whene'er his faith is dim ;
For Who so careth for the flowers
Will much more care for him.

—MARY HOWITT.

After thoughtful study of this poem, and possibly a conversation on the subject, write an exercise on "The Uses of Flowers." You may illustrate it if you wish.



EX. 1. *After reading the following questions, learn what you can about the habits of camels, that you may be ready for a talk in your class.*



1. Where and when have you seen a camel, or do you know the animal from pictures only? 2. Was it an African camel with one hump and short hair, or an Asiatic camel with two humps and long hair?

3. Mention other animals that chew the cud and have cloven hoofs. 4. What two kinds of teeth do such animals need — unlike the teeth of dogs and cats? 5. What are camels used for? 6. What use is made of their hair?

7. Most camels go only at a walk and no faster than a man. A few are taught to go three times as fast. Have you ever

seen a picture of a camel kneeling for his rider and bearing his wooden saddle? 8. What protects his knees so that he easily rests all night upon them? 9. What kind of lips and tongue must he have, since he is fond of chewing thistles?

10. Which would sink deeper in sand—an ordinary hoof or a small one like the camel's, with a broad, soft pad behind it? 11. His hump of fat is a supply when he is short of food. Suppose him to be crossing a desert of hot sand and barren rock, with sand winds blowing: explain the advantage of having cushioned feet, of being able to close the nostrils, of not perspiring, and of being able to carry an extra supply of water in a special stomach.

Ex. 2. Write about "*Camels and their Habits*," explaining in what ways they are adapted to their work.

163.—Verses to put into Prose.

Study these lines or talk them over until you understand them well. Then give the story in your own words, with a separate paragraph for the moral at the end. Use synonyms when you can do so.

THE CAMEL'S NOSE.

An Arab proverb against letting bad habits begin is: "Beware of a camel's nose."

Once in a shop a workman wrought
With languid hand and listless thought,
When through the open window space,
Behold, a camel thrust his face!
"My nose is cold," he meekly cried;
"So let me warm it by thy side!"

Since no denying word was said,
In came the nose, in came the head;

As sure as sermon follows text,
The long and shaggy neck came next;
And then, as falls the threatening storm,
In leaped the whole ungainly form.

Aghast, the owner gazed around,
And on the rude invader frowned,
Convinced, as closer still he pressed,
There was no room for such a guest;
Yet, more astonished, heard him say,
"If thou art troubled, go thy way;
For in this place I choose to stay."

Oh, youthful hearts, to gladness born,
Treat not this Arab lore with scorn!
To evil habit's earliest wile
Lend neither ear nor glance nor smile;
Choke the dark fountain ere it flows,
Nor e'en admit the camel's nose.

—MRS. SIGOURNEY.

164. — Suggestions for Letters.

I. "Our Dumb Animals" is a paper published in Boston, Massachusetts, by George B. Angell. Write a letter to him telling about your pets, and how you treat them. Also, tell him of any persons whom you have seen showing special kindness to dumb animals, — cat, dog, bird, horse, etc. Write full address for envelope.

II. Suppose your brother Tom had gone far away to the Philippines. Naturally, he would become very lonesome. Write him a cheerful letter from home, telling all those things about which you think he would like best to hear.

III. Read the story called "Somebody's Mother" on page 44. Now write to whomsoever you wish, telling this incident as if you had been one of the boys.

IV. Write to your teacher telling her how you amused yourself on a certain stormy day when there was no school.

V. Margaret Bowen gave a birthday party on the afternoon of April 5th, and many of her friends were present. On account of sickness Ruth Wallace was obliged to stay at home, and so that very evening Margaret wrote her all about the good time. Write the letter.

Address : 96 Hawkes Avenue, Detroit, Michigan.

VI. Mr. Ogilvie has planned to take a party of boys up the St. Lawrence river on a fishing trip. Write the letter which his son Walter wrote to Cousin Julius, inviting him to go, telling of their plans for camping, boating, etc.

VII. (a) This message came to Willard recently: "I wish to give a book to a little boy whom I know. Tell me what book you would advise me to give, and why you like it. Mention some interesting part of the story, and also some of the people in it." Write Willard's answer to his friend.

(b) Write Willard's answer, supposing that the book were to be given to a little girl.

VIII. Suppose your uncle has sent you ten dollars to spend as you please. He wishes you to write him exactly what you do with it, and in which way you derived the most pleasure from it.

Write this letter to your uncle. Think of the value of a good book; of how much Tom needs mittens; of "A penny saved is two pence earned"; of the new skates you have wanted; of how you can make your mother happy; of how much pleasure a beautiful picture may give.

IX. Order five photographs of famous pictures of Brown & Co., 205 Clark Street, Chicago. Arrange for payment.

165.—“Sit” or “Set.”

Sit, sits, sitting, and sat apply to one who *stays* or *rests* somewhere.

Set, sets, and setting are used when we speak of *placing* or *putting* something somewhere.

Do not use one of these words when the other expresses what you mean.

Ex. 1. *Use a form of sit or set instead of the words in italics:—*

- | | |
|--------------------------------------|--|
| 1. He <i>is seated</i> there. | 9. This is a <i>resting-room</i> . |
| 2. The Turk <i>rests</i> so. | 10. Birds hatch their eggs by <i>staying</i> on them. |
| 3. <i>Put</i> the cup down. | 11. <i>Put</i> baby on the table, and let him <i>stay</i> there. |
| 4. The glazier <i>put</i> in a pane. | 12. Where have you <i>placed</i> it? |
| 5. The bird <i>keeps</i> still. | 13. Have you <i>stayed</i> here? |
| 6. We <i>were seated</i> at once. | 14. Be <i>putting</i> it in order. |
| 7. <i>Place</i> the chairs evenly. | |
| 8. Let us <i>be seated</i> . | |

Ex. 2. *Supply the right form of sit or set, and give your reason:—*

- | | |
|---|------------------------------|
| 1. Where has he — the box? | 7. She is — in the arbor. |
| 2. — in this chair. | 8. Must I — so? |
| 3. The dove is — on the eggs. | 9. Have you — up all night? |
| 4. He — the can out daily. | 10. Mollie — by the window. |
| 5. Who is — out plants? | 11. Toads do not — on eggs. |
| 6. A bird — on the bough. | 12. He — a long time silent. |
| 13. I was — up for you. | |
| 14. We might have — here. | |
| 15. I have been — in the arbor while you have been — out at the plants. | |

It is right to say *the sun sets* or *the sun is setting*.



EX. 1. *Find out as much as you can about "Whales and their Habits"; then write a composition on the subject. Or write about "Whale Fishing" and its dangers.*

EX. 2. *The following questions are for use in one or two classroom talks : —*

1. Which are the largest animals in the world — elephants or whales? 2. A whale as heavy as three hundred horses would weigh how many pounds? 3. If seventy-five feet long and fifteen feet broad, would your schoolroom be large enough to hold him? 4. What is the color of whales? 5. Are their eyes comparatively large or small? 6. Have they warm or cold blood? What kind have fishes? Why are whales called mammals? 7. Have whales fins like fishes? How do they swim? 8. Can they breathe under water? 9. Is an animal a fish merely because he lives in water? What about seals and frogs?

10. What keeps whales warm in ice-cold water? 11. Of what other use is the thick, oily blubber of the skin? 12. How are they able to float? Which is lighter — oil or water? 13. If a diver went as deep as whales go, what would he need to resist the water-pressure?

14. What do whales feed upon? 15. What is the object of capturing them? 16. What is obtained from the head of the sperm whale, — the kind that has huge teeth? 17. What from the Greenland whale? How does he defend himself? 18. What has he in place of teeth? 19. What is the use of the close-fringed plates of whale-bone standing on edge in his mouth? 20. Of what size are the fish that he eats? 21. How does he get the water out of his mouth? 22. For what are whale-oil and whalebone used? 23. What is baleen?

167. — “Lies” or “Lays.”

Lie, lies, and lying apply to anything that *reclines* or *rests* or *remains*.

Lay, lays, and laying are used when we speak of *putting* or *placing* something somewhere.

Ex. 1. Use a form of *lie* or *lay* for each italicized word in the first column. Explain why the forms are right that are used in the second column.

- | | |
|---|---|
| 1. Please <i>place</i> it on the shelf. | 7. Do not keep <i>laying</i> it down. |
| 2. How close he <i>puts</i> the rails! | 8. Let it <i>lie</i> there. |
| 3. We shall <i>rest</i> in the boat. | 9. The rain <i>lays</i> the dust. |
| 4. She is <i>reclining</i> on the sofa. | 10. She <i>lies</i> down every day. |
| 5. More snow <i>rests</i> on the roof. | 11. You must <i>lay</i> the child down. |
| 6. The mason is <i>placing</i> bricks. | 12. We'll keep you <i>lying</i> here. |

Ex. 2. *Supply a form of lie or lay, and explain the meaning of the word that you choose : —*

- | | |
|-----------------------------------|--------------------------------------|
| 1. The ship —s in the bay. | 10. You may — the sticks |
| 2. Just where does it — ? | here. |
| 3. It is of no use — here. | 11. Notice where he —s it |
| 4. The men are — shingles. | down. |
| 5. See, our ship is — to. | 12. This tree —s where it |
| 6. The steamer —s at an-
chor. | fell. |
| 7. I shall — here all night. | 13. The sheep were — on
the turf. |
| 8. The dog was — by his
side. | 14. Do you see how still he
—s? |
| 9. Do — still, Bruno! | |

168. — A Story to Write.

Read this story silently three times, and then try to write it.

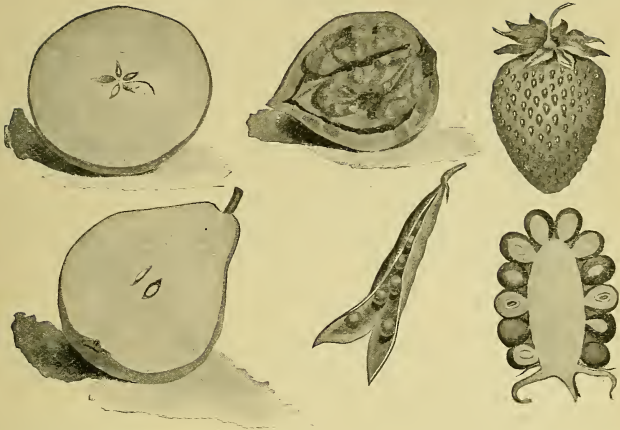
JAMIE AND THE JUG.

Jamie was so well acquainted with things that creep, or hop, or fly, that if he had ever been lost in the woods he would have found plenty of good company. He had whole drawers full of old nests and claws and bones and dried-up paws. His mother hardly dared to touch his pockets lest a crab should nip her fingers.

One day she sent him to a store, in the greatest haste, to have a jug filled and to bring it home. His uncle, too, was waiting to take Jamie in a boat to gather water-lilies. So, after a long, long time, it was decided to try to find the boy. Was he hurt, or lost, or was the jug too heavy? Hastening along, his uncle soon saw the jug in the middle of a field, — and then the boy lying flat upon the ground. Was it a broken leg, then? No; for Jamie looked up and said: "O, I say; here's a lovely beetle down in this hole!" The jug and the lilies were quite forgotten.

If it is a wise and thoughtful boy who likes to study birds and insects, and if it is a careless, thoughtless boy who neglects his errands and the comfort of those who love him, what kind of a boy was Jamie?

169. — Fruits and Seeds.*



1. Is the fruit of a plant the same as the seed? Give an example. 2. Name three fruits that have the seeds in a core. 3. Three that have the seeds in a stone. 4. What kinds of nuts can you name? 5. In which of them does the meat consist of two fleshy leaves? 6. Describe what covers the shells of nuts. 7. What fruits have a thick skin? 8. Name some plants that ripen their seeds within berries. 9. What covering has the fruit of the pea-vine when ripe? 10. Of what else is the fruit a pod? 11. Explain where the seeds of some other plants are formed.

12. What will the ovary of an apple or pear blossom finally become when ripe? 13. Where upon an apple should you look to find the withered remains of the flower? 14. How

* A few short talks about these subjects would be better than a single long one, though all the questions are grouped together. It will be easy to show on each occasion different seed-vessels or fruits. Those who are learning will like to watch the germinating of seeds planted in the schoolroom. Beans, peas, wheat, and convolvulus grow easily.

many cells are there containing seeds? 15. Where in a blackberry should you look for seeds? 16. Do you think, from looking at the cut, that the blackberry blossom had a single pistil and ovary, or a cluster of many? 17. Where are the seeds of a strawberry?

18. How long will seeds live? 19. What does the seed of a plant contain? 20. What happens to a seed when it is planted? 21. What comes up? What goes down?

(1) *Explain in writing what is shown in each figure in the illustration; or* (2) *write a description of two or three fruits; or* (3) *describe how plants grow from seeds.*

170.—Making Definitions.

After a study of the dictionary, or a talk about the meaning of these words, give a definition of each.

tannery	dairy	laundry	pottery	store
bakery	brewery	factory	rope-walk	shop

171.—“Lay” or “Laid.”

Lay, the past form of *lies*, means *reclined*, *rested*, or *remained*.

Laid, the past form of *lays*, means *put*, or *placed*.

EX. 1. *In the first column change the italicized words to lay or laid, and in the second, explain why the form used is right:—*

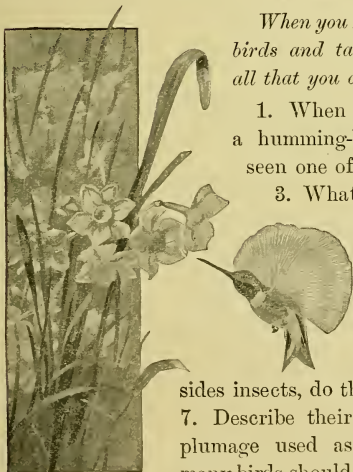
- | | |
|---------------------------------------|---------------------------------------|
| 1. I <i>put</i> it in my trunk. | 6. I <i>lay</i> awake all night. |
| 2. He <i>reclined</i> all day asleep. | 7. The city <i>lay</i> along the |
| 3. The ship <i>remained</i> at the | river. |
| wharf. | 8. She <i>laid</i> the burden down. |
| 4. We <i>stayed</i> in port two days. | 9. The shawl <i>lay</i> on the floor. |
| 5. We <i>put</i> a dime in the box. | 10. A fog <i>lay</i> over the bay. |

Ex. 2. Supply *lay* or *laid*, and explain the meaning of the words that you use :—

1. It ——— unnoticed. for a week.
2. We ——— it down at once.
3. The sunlight ——— on the fields.
4. All the crops ——— prostrate.
5. Soon I ——— aside my work.
6. There it ——— for months.
7. Could he see where the road ———?
8. Ask her where she ——— the book.
9. They ——— to during the gale.
10. Old Ocean ——— before us.
11. That's what he ——— before us.
12. The scissors ——— on the table.

172.—The Humming-Bird.

The smallest and most brilliant of birds.—Of some kinds two or three hundred would weigh only a pound.



When you have thought about humming-birds and talked the subject over, write all that you can about them.

1. When and where have you seen a humming-bird? 2. Have you ever seen one of them except on the wing?
3. What insects are they sometimes mistaken for? 4. How do these birds get their name? 5. Why is it hard to see their colors when they are at a flower? 6. What, besides insects, do they seem to like for food?
7. Describe their bills. 8. Where is their plumage used as an ornament? 9. How many birds should be killed for this purpose?

173. — A Selection for Study.



William Cullen Bryant, one of the most distinguished of American poets, was born in Cumington, Massachusetts, November 3, 1794, and died in New York City, June 12, 1878.

He spent two years in Williams College, and then studied and practiced law. Most of his life was spent in New York, however, as the editor of a prominent newspaper. He began to write poetry at an early age, *Thanatopsis*, one of the best of his poems, having been written when he was eighteen. He was a lover of nature and an ardent patriot.

THE PLANTING OF THE APPLE-TREE.

Come, let us plant the apple-tree.
Cleave the tough greensward with the spade;
Wide let its hollow bed be made;
There gently lay the roots, and there
Sift the dark mould with kindly care,
And press it over them tenderly,
As, round the sleeping infant's feet
We softly fold the cradle-sheet;
So plant we the apple-tree.

What plant we in this apple-tree?
Buds, which the breath of summer days
Shall lengthen into leafy sprays;
Boughs where the thrush, with crimson breast,
Shall haunt and sing and hide her nest;
We plant upon the summer lea,
A shadow for the noontide hour,
A shelter from the summer shower,
When we plant the apple-tree.

What plant we in this apple-tree?
 Sweets for a hundred flowery springs
 To load the May-wind's restless wings,
 When, from the orchard-row he pours
 Its fragrance through our open doors;
 A world of blossom for the bee,
 Flowers for the sick girl's silent room,
 For the glad infant's sprig of bloom,
 We plant with the apple-tree.

— WILLIAM CULLEN BRYANT.

Describe the planting of the tree; tell what uses of the tree are told in the second stanza; what ways are suggested in the third stanza by which the tree may contribute to our pleasure. Learn these stanzas, and read the remaining stanzas of the poem.

174.—“Has lain” or “has laid.”

Lain, a form of *lie*, is used only with *have*, *has*, or *had*. It means *reclined*, *rested*, or *remained*.

Laid, a form of *lays*, is used with *have*, *has*, or *had*, and with *is*, *are*, *was*, *were*, *been*. It means *put*, or *placed*.

EX. 1. *Substitute **lain** or **laid** where they are not used, and where they are used explain their meaning:—*

- | | |
|-------------------------------|----------------------------------|
| 1. It has stayed long enough. | 5. We are laid up for repairs. |
| 2. You might have put it by. | 6. What can have lain in it? |
| 3. The money was laid away. | 7. It will be laid on the table. |
| 4. Had the books lain long? | 8. Had you laid the gun down? |

EX. 2. *Supply **lain** or **laid**, and explain your choice:—*

- | | |
|----------------------------|-----------------------------|
| 1. Has it — idle long? | 4. No one had — on the hay. |
| 2. The hen has — an egg. | 5. They've — the body |
| 3. A brick is — in mortar. | down. |

6. It has been —— over again. 8. O, had she —— at anchor?
7. They have —— here ten 9. How long has it —— where
years. you —— it?
-

175.— Letters to Write.

Ex. 1. Write as if to the Oliver Ditson Co., 459 Washington St., Boston, asking them to send to you by mail a piece of music called Schumann's "Happy Farmer," arranged for the piano. Suppose it to cost fifty cents, for which you inclose a money order.

Ex. 2. Write a letter as if to the Superintendent of Schools, inviting him to attend the public exercises at your school on Arbor Day. Tell what kind of tree is to be planted, and something more of what is to be done, or what the programme is.

Ex. 3. Try writing a letter for your mother to a merchant in some city, asking him to send her several yards of cloth. You would speak of inclosing a sample, and tell how the cloth is to be sent, and how it is to be paid for. Sign your initials under your mother's name.

Ex. 4. Write such an answer to either the first or the third of the letters outlined above as you think a business man would send.

176.— A Study of the Toad.

Watch a toad in the garden for a few days, and then answer these questions and be ready to ask others. Finally write on the subject.

1. How does a toad differ in shape from a frog? 2. How does its skin differ from the frog's skin? 3. Where do toads live? 4. At what season are they found about water? 5. What are they doing there? 6. How do the eggs differ

from those of the frog? 7. Into what do they hatch? 8. Give two reasons why a full-grown toad cannot swim as well as a frog.

9. Where do toads stay in the day-time? 10. When do they feed? 11. What do they eat? 12. When do you see the greatest number of toads? Why then?

13. Where do toads stay in winter? 14. Upon what do they live then? 15. How early in the spring do we see them? 16. In what ways are toads useful to man?

177.—The Use of “got.”

1. Is there any difference in meaning between “I *have* ten fingers” and “I have *got* ten fingers”? 2. Does the word *got* help the meaning? 3. Which is the better expression of the two? 4. Give a synonym for *got* in the following sentences. What does *got* mean?

He has *got* his money by hard work.

We might have *got* some dishes for you.

Do not use *got* where it is not needed.

Read the following sentences without supplying got unless you think it is needed:—

1. South America has — very few gulfs or bays.
2. An orphan is one who has — no parents.
3. Have you — leave to go with us?
4. Grown persons have — thirty-two teeth.
5. How many teeth has baby — this year?
6. Have you — a knife in your pocket?
7. Have you all — your lessons learned?
8. Has she — her work done so soon?
9. She always has — me to help her.
10. What a severe cold you have —!

178.—Thoughts from a Picture.



EX. 1. *Describe the scene represented here, — the water, the sky, and what is in them ; the house, its shape, what it stands upon, and of what it seems to be built.*

EX. 2. *After a talk about " Lighthouses," write what you learn of them.*

Explain the need of them, how and where they are built, and by whom, what kind of lamp is used, what surrounds it, what kind of men are required for keepers, how they live, and how many lives are trusted to them. You may learn what different kinds of lighthouses there are.

179. — Past Forms of Verbs.

It is said that some animals *drown* their prey.

The poor fellow *sank* and finally *drowned*.

1. Do *is* and *drown* tell what is done at the *present* time or what was done in the *past*? 2. Which do *sank* and *drowned* show? 3. Which of the following words refer to what happened in the past? What do we mean by past forms?

bind	bound	grind	ground
bring	brought	leave	left
buy	bought	lose	lost
catch	caught	teach	taught
fight	fought	think	thought

Ex. 1. *Use in sentences the past forms among the words in the preceding list.*

Ex. 2. *In place of the italicized words below, use their past forms: —*

1. He *binds* books for the public library.
2. He *brings* us oranges from Sicily.
3. They *buy* blankets for the Indians.
4. Fishermen *catch* cod near the cape.
5. Our countrymen *fight* for their rights.
6. The miller *grinds* the farmers' wheat.
7. What we *can* not take, we *leave*.
8. The merchant *loses* more than he *gains*.
9. Can it be that the ignorant *teach* the wise?
10. I *think* that the house *is* vacant.

180. — Sentence-Making.

After a conversation-lesson or study of the dictionary, tell the difference between —

a tenant and a landlord ;	an island and a lake ;
a debtor and a creditor ;	the president and the governor ;
a steamboat and a schooner ;	a shade and a tint.

181. — Verb Forms used with "Have, Has, Had."

1. Put *they* before each word in the first and third columns, and read rapidly. Then use *she*. Then *I*. 2. Read the second and fourth columns, using *they have ; she has ; I had*. 3. Which are simple past forms ?

came	come	grew	grown
went	gone	rose	risen
fell	fallen	took	taken

Ex. 1. *Make statements or questions, using first one form and then the other.*

Ex. 2. *Supply the right form in the following lines. Practice reading them till you can do so without hesitation.*

- | | |
|------------------------------|------------------------------|
| 1. Her hair — white. | 6. What if it had — on us ? |
| 2. She has — old. | 7. The news — yesterday. |
| 3. The sun — in a cloud. | 8. You have — too soon. |
| 4. The moon has not —. | 9. The snow — off last week. |
| 5. The old wall — this noon. | 10. Every flake has —. |
-

182. — Holidays.

Explain why the following days are Holidays or Holy Days, and tell how each one is usually kept : —

Fourth of July ; February 12 ; February 22 ; Christmas ; Easter ; Arbor Day ; Memorial Day ; Thanksgiving ; New Year's Day.

183. — Old Ironsides.



Oliver Wendell Holmes, a delightful writer of both prose and verse, was born at Cambridge, Massachusetts, August 29, 1809. He was for the most of his life a lecturer in Harvard University. "The Autocrat of the Breakfast Table" is his best known prose work. He wrote many poems, — some serious, some humorous. "The Chambered Nautilus," "The Living Temple," and the "Promise" are the ones by which he wished to be remembered.

When Oliver Wendell Holmes was a young man of nineteen, a proposition to destroy the "Constitution," a frigate in the United States Navy that had won many victories for the "Stars and Stripes," aroused great opposition. The vessel was old and unseaworthy, but she was loved for the service she had rendered during the War of 1812. Fired with the spirit of patriotism he wrote the following poem, which settled the question of the destruction of the old ship. She was repaired, and even now (1901) may be seen at the Navy Yard at Charlestown, Massachusetts.

Dr. Holmes died October 7, 1894, aged 85. He was the last of the "Six American Poets." Read his "The Last Leaf."

OLD IRONSIDES.

Ay, tear her tattered ensign down !

Long has it waved on high,
And many an eye has danced to see

That banner in the sky ;
Beneath it rung the battle shout,

And burst the cannons' roar :
The meteor of the ocean air
Shall sweep the clouds no more.

Her deck, once red with heroes' blood,
Where knelt the vanquished foe,

When winds were hurrying o'er the flood
 And waves were white below,
 No more shall feel the victor's tread
 Or know the conquered knee :
 The harpies of the shore shall pluck
 The eagle of the sea !

O, better that her shattered hulk
 Should sink beneath the wave !
 Her thunder shook the mighty deep,
 And there should be her grave.
 Nail to the mast her holy flag,
 Set every threadbare sail,
 And give her to the god of storms,
 The lightning and the gale !

EX. 1. *Tell the story of "Old Ironsides."*

EX. 2. *Learn the poem and write it from memory.*

EX. 3. *Find what you can about the author and his writings.*

184. — Forms of Verbs.

<i>Present FORM.</i>	<i>Past FORM.</i>	<i>FORM WITH have, has, had, is, am, are was, were, be, been.</i>
break	broke	broken
freeze	froze	frozen
speak	spoke	spoken
steal	stole	stolen
weave	wove	woven
write	wrote	written

1. Give the forms used to show what happened last year. 2. May these forms be used with *have* or *is*? 3. Repeat after *has* the forms that are proper to use with it ; after *have* ; *are* ; *is* ; *was*.

Ex. 1. *Fill the blanks with the proper forms of —*

Break: Think of having — a promise.

Freeze: Is the water — this morning?

Break: Do you know who — the window?

Speak: She hasn't — to me for a long time.

Steal: I found that a thief had — it.

Weave: The wire has been — into mats.

Write: I haven't — my exercise yet.

Freeze: It seems to me that I am nearly —.

Write: My cousin — to us last week.

Steal: Were the jewels lost or —?

Ex. 2. *Put the following words into sentences: —*

Written; froze; broke; woven; broken; stole; frozen;
spoke; wove; spoken.

185.— Choice of Verb Forms.

<i>Present FORM.</i>	<i>Past FORM.</i>	FORM WITH <i>have, is, are, be, etc.</i>
give	gave	given
take	took	taken
shake	shook	shaken
drive	drove	driven
ride	rode	ridden
eat	ate	eaten

1. Repeat rapidly the three forms of each word. 2. Repeat with *we* all those that may be used after it. 3. Repeat the words in the third column after *she has; it was; they have been; I had; what is; which were.*

Fill the blanks below, first with the present form, then with the past form, and then with the have form, of —

Give: Mr. Peabody — freely to the poor.

Take: The miser — but never —.

Shake : How the earthquake — the buildings !
Drive : The shepherd — his sheep into the fold.
Ride : Many a tourist — a bicycle.
Eat : The silkworms — the mulberry leaves.

186. — A Picture for Study.



EX. 1. *How Soap Bubbles are made. Tell about —*

Making the suds — blowing the bubbles — how they move — how they look — what makes the colors — why they break — what is in them.

EX. 2. *Describe the picture of the "Bubble Blowers." Do not leave anything out.*

EX. 3. *Write a letter to one of your friends, inviting her to a bubble party. Tell when and where it is to be, and tell a little about the guests.*

EX. 4. Your friend replies either regretting that she cannot accept your invitation on account of the illness of her mother, or accepting it with pleasure. Write an appropriate letter.

187. — Mistakes to be Avoided.

Shall or will? In asking questions with *I* or *we*, say “*Shall I?*” or “*Shall we?*” *Will* makes no sense.

Ex. 1. *Fill the blanks properly, and make other sentences : —*

—— I water your horse, sir?

What —— we give him, oats or hay?

May or can? When asking or giving permission, say “*May I?*” or “*You may.*” “*Can I?*” means “*Am I able?*”

Ex. 2. *Fill the blanks properly and make other sentences : —*

—— we study together? You —— if you like.

—— I close the window? You —— if you ——.

—— a bird fly if its wing is broken?

Learn or teach? { *Teach* means give instruction.
 { *Learn* means get knowledge.

Ex. 3. *Supply the proper words, and make other sentences : —*

Will you —— me to play? My mother —— me to sew.

I think I can —— easily. We cannot —— him new tricks.

Ought. There is no need to put *had* or *hadn't* with *ought*. Say simply, “*She ought,*” or “*She ought not.*”

Ex. 4. *Supply the proper words, and make new sentences : —*

1. She said we —— to use slang. 2. —— they —— to go back now? 3. No one —— to use such words. 4. We —— to be ready.

Love and like. We *love* our country, our homes, and the dearest of our friends. We *like* things to eat and to look at, and we may like to do things.

Ex. 5. *Explain how the following sentences should read : —*

I never — to play games. Ask Nell whether she — olives.

Ex. 6. *Use the following words correctly in sentences : —*

will	shall	can	may
ought	like	love	done
shook	woven	froze	dove

188. — Forms of Verbs.

<i>Present FORM.</i>	<i>Past FORM.</i>	<i>FORM WITH has, was, were, been, etc.</i>
drink	drank	drunk
sink	sank	sunk
ring	rang	rung
sing	sang	sung
spring	sprang	sprung
begin	began	begun

1. Give the past forms of the words in the first column. 2. Is it proper to use *have* with these past forms? 3. Use *has* with the words in the third column; then use *was*; *is*; *will be*; *has been*.

Fill the blanks with the proper form of —

<i>Drink</i> : We have — enough.	<i>Spring</i> : Both lions — at
<i>Sing</i> : Have I — that be-	him.
fore?	<i>Begin</i> : Has school — yet?
<i>Begin</i> : Winter — last Fri-	<i>Sink</i> : It had — near
day.	shore.
<i>Drink</i> : Has she — it all?	<i>Sing</i> : Was that — cor-
<i>Ring</i> : Has the bell — yet?	rectly?
<i>Sing</i> : I — twice last night.	<i>Drink</i> : Had he ever —
<i>Ring</i> : Who — the bell?	wine?

189.—Advertisements to Answer.

Write a letter answering for yourself or for some other person one of the following advertisements : —

WANTED. — An errand boy in a lawyer's office. Apply by letter, stating age, progress in school, etc. WM. A. CHOATE, 593 Clark St., Chicago, Ill.

FOUND. — a pocket-book containing money. The owner may have it by proving property and paying the cost of advertising. Address, or apply in person to, BENJAMIN WOOD, Hotel St. Cloud, Pittsburgh.

WANTED. — A situation by a competent Scotch girl ; for either cooking or general housework ; city or country. Good references. Address JANE MCGREGOR, 1024 Vine Street, Cincinnati, Ohio.

TO LET. — 97 Chester Sq. A sunny, well-furnished front room, with first-class board. Address MRS. L. A. HASTINGS.

BOSTON, Sept. 20.

190.—Advertisements to Write.

1. You have lost a pet dog. Write an advertisement for a local paper, describing him and offering a suitable reward. Make it complete but brief. Every line adds to the cost.

2. You are obliged to leave school to go to work. Advertise for such a position as you think you could fill, stating your qualifications.

3. Write an advertisement describing briefly such a house as you wish to hire. Mention the location desired and certain advantages it must have.

4. Write such an advertisement as a dressmaker might use ; a coal dealer ; a druggist ; a florist ; a grocer who has recently removed to a new location.

191. — Synonyms.

EX. 1. *From the following words select the synonyms and write them in pairs : —*

chide	exact	criminal	limit
design	remote	prudent	dismal
sturdy	rebuke	intention	cautious
gloomy	accurate	culprit	hardy
boundary	farming	agriculture	distant.

EX. 2. *Use ten of the preceding words in sentences.*

EX. 3. *Change the sentences that you have written by using synonyms wherever possible, and tell whether the meaning is altered.*

192. — A Poem for Study.

THE LANDING OF THE PILGRIMS.

The breaking waves dashed high
On a stern and rock-bound coast;
And the woods against a stormy sky,
Their giant branches tossed;

And the heavy night hung dark,
The hills and waters o'er,
When a band of exiles moored their bark
On the wild New England shore.

Not as the conqueror comes,
They, the true-hearted, came,
Not with the roll of stirring drum,
And the trumpet that sings of fame;

Not as the flying come,
In silence and in fear ; —
They shook the depths of the desert's gloom
With their hymns of lofty cheer.

Amidst the storms they sang ;
And the stars heard, and the sea ;
And the sounding aisles of the dim woods rang
To the anthem of the free.

The ocean eagle soared
From his nest by the white wave's foam ;
And the rocking pines of the forest roared, —
This was their welcome home !

There were men with hoary hair,
Amidst that pilgrim band ; —
Why had they come to wither there,
Away from their childhood's land ?

There was woman's fearless eye,
Lit by her deep love's truth ;
There was manhood's brow serenely high,
And the fiery heart of youth.

What sought they thus afar ?
Bright jewels of the mine ?
The wealth of seas, the spoils of war ?
They sought a faith's pure shriné.

Ay, call it holy ground,
The soil where first they trod !
They have left unstained what there they found,
Freedom to worship God !

— FELICIA D. HEMANS.



Ex. 1. 1. Who were the exiles mentioned in the seventh line? 2. What was the name of their bark? 3. On what part of the New England shore did they land? When? 4. Describe the band after reading the fourth stanza. 5. Why did the Pilgrims leave their native land?

Ex. 2. *After conversation, tell briefly the story of "The Pilgrims."*

Ex. 3. *Commit to memory this beautiful poem of Mrs. Hemans. Learn something about the author.*

Ex. 4. The picture on the opposite page represents two of the younger pilgrims, John Alden and Priscilla, and is from a painting by George Henry Boughton, an English artist.

Describe the picture. Account for the Bible; for the gun. What does the picture suggest as to the character of the Pilgrims?

You will be interested to read what Longfellow says about John Alden and Priscilla in "The Courtship of Miles Standish."

Study other Pilgrim pictures by the same artist.

193.—Verb Forms.

1. What do the present forms show? 2. What do past forms show?
3. Repeat the three forms of each verb. 4. Show in sentences how the third form of each is used.

<i>Present FORM.</i>	<i>Past FORM.</i>	<i>FORM WITH have, had, etc.</i>
swear	sware	sworn
tear	tore	torn
wear	wore	worn
swim	swam	swum
run	ran	run

- EX. 1. *Fill the following blanks with the proper form of —*
Swear : Both witnesses had — falsely.
Swim : I do not know who — across the river.
Swim : Have you — so far as that?
Wear : The poor fellow's clothes were badly —.
Tear : Who — this page? It was not — before.
Run : The brooks all — dry last August.

- EX. 2. *Use the following words in statements or in questions: —*
 Swore, run, tore, swum, wore, worn, swam, torn, ran, sworn.

194.— Mistakes to be Avoided.

“THIS, THAT”; “THESE, THOSE.”

This and *that* are used with *singular* names.

These and *those* are used with *plural* names.

This kind; *these* kinds; *that* sort; *those* sorts.

Them is not to be used with any noun,

Fill the blanks first with this or these, and then with that or those: —

— book	— house	— kind	— sort
— books	— houses	— kinds	— sorts

- kind of apples is sweet, but — kind is sour.
- three kinds of flowers go well together.
- I do not like — sort of pens.
- Books of — kind should never be written.
- kind of carpets is made in Lowell, but — kind comes from England.
- Please let me take — scissors.

“WHO” OR “WHICH.”

When speaking of persons, say *who* or *that*; when speaking of animals, say *which* or *that*.

Supply the proper word in the following sentences:—

1. Did you thank the person —— told you?
 2. Have you ever seen a bird —— could talk?
 3. Why are animals —— live in the Frigid Zone commonly white?
 4. The gentleman —— welcomes the guests is the host.
 5. Some fish —— live in caves are eyeless.
 6. I have several pets of —— I am very fond.
-

195.—A Fable to Reproduce.

Some larks had a nest in a field of grain. One evening the old larks coming home found the young ones in great terror. “We must leave our nest at once,” they cried. Then they related how they had heard the farmer say that he must get his neighbors to come the next day and help him reap his field. “Oh,” cried the old birds, “if that is all we may rest quietly in our nest.”

The next evening the young birds were found again in a state of terror. The farmer, it seems, was very angry because his neighbors had not come, and had said that he should get his relatives to come the next day to help him. The old birds took the news easily, and said there was nothing to fear yet.

The next evening the young birds were quite cheerful. “Have you heard nothing to-day?” asked the old ones. “Nothing important,” answered the young. “It is only that the farmer was angry because his relatives also failed him, and he said to his sons, “Since neither our relatives nor our neighbors will help us, we must take hold to-morrow and do it ourselves.”

The old birds were excited this time. They said, “We must leave our nest to-night. When a man decides to do a thing for himself, and to do it at once, you may be pretty sure that it will be done.”



Learn as much as you can about owls, and, after talking about them, write a good description of them and of their habits.

1. Mention several things on which birds feed.
2. What are birds of prey?
3. Why are chickens afraid of hawks?
4. What kind of claws do birds need in seizing their prey?
5. How do they carry it?
6. When asleep on a branch, what keeps an owl from falling off?
7. Of what use is the hooked beak?
8. How is the owl's face different from that of most other birds?
9. Does it seem to you grave and wise?
10. Why are the owl's feathers so soft and downy?
11. What other animal sees easily at night?
12. When are rats and mice most liable to be caught?
13. What birds sing; chirp; screech; hoot; scream; caw; gobble; cackle; twitter?

197. — Our National Hymn.

My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing;
Land where my fathers died,
Land of the pilgrims' pride,
From every mountain side
Let freedom ring.

My native country, thee —
Land of the noble free —
Thy name I love ;
I love thy rocks and rills,
Thy woods and templed hills ;
My heart with rapture thrills
Like that above.

Let music swell the breeze,
And ring from all the trees
Sweet freedom's song ;
Let mortal tongues awake ;
Let all that breathe partake ;
Let rocks their silence break
The sound prolong.

Our Father's God, to Thee,
Author of Liberty,
To Thee we sing :
Long may our land be bright
With freedom's holy light ;
Protect us by thy might,
Great God, our King.

*Learn this hymn and practice writing it from memory until you
can make a perfect copy. Find the author's name.*

PART II.

ELEMENTS OF GRAMMAR.

198. — Kinds of Sentences.

WHENEVER we talk or write, we express our thoughts by the use of words. These words grouped together form *sentences*. Each complete thought expressed in words makes a sentence.

Sometimes we *ask* a question, as in —

From what do leaves come?

Sometimes we make a *statement* about a thing or person, as in —

Leaves come from buds.

Sometimes we give a *command* or make a *request*, as in —

Find some leaf-buds and flower-buds.

Please tell me the difference between them.

Sentences are complete statements, questions, or commands.

An **Assertive** sentence is one that contains a statement.

An **Interrogative** sentence is one that asks a question.

An **Imperative** sentence is one that gives a command or makes a request.

Sentences of any of these kinds may be spoken with great earnestness or strong feeling, as in —

Mother! The cows are in the corn!

What shall we do! Drive them out!

Sentences uttered in this way are called *exclamatory* sentences. In writing them the exclamation point (!) indicates what the tone of the voice shows in speaking. Such sentences as —

What a strange story he tells !
How delightfully he tells it !

are also called *exclamatory*.

EX. 1. *In the following selection, try to find the three kinds of sentences : —*

The little Hiawatha was in the wigwam. He had been asleep. It was midnight, and the wigwam was very dark.

All at once he heard sounds from the forest. “What is that, Nokomis?” “Is it the Naked Bear?” “Hush, little boy! It is but the owl and the owlet. They are hooting and laughing in the forest. They are not hooting at us. Close your eyes and sleep.” She told him stories of the owls. She sang the song of the owlet to him.

199. — The Two Parts of a Sentence.

I. **The Subject.** Supply words to show what it is the other words say something about : —

—— blows.	—— float in the sky.
—— growl.	—— rises in the east.
—— crow.	—— are brought from Florida.

Every sentence has two parts. One part shows what the rest says something about. This part is the **Subject**.

When we say “Water freezes,” the word water shows what it is about which we say freezes. Therefore *water* is the subject.

EX. 1. *Read the words that show what we speak about in these sentences : —*

The rain falls.
The lightning flashes.
The thunder rolls.

Butter is made of cream.
Turtles lay eggs in the sand.
Some fishes have no eyes.

EX. 2. *Make sentences, using these words as subjects:—*

watches	frogs	the Indians
vases	oxen	our house
clouds	mittens	some boys
cold weather	bits of paper	pens and ink

The subject of a sentence represents that about which something is said.

II. **The Predicate.** Supply one or more words to show what is said about each of these subjects:—

Dogs —.	The sun —.	Charles —.
Birds —.	Grace —.	The train —.
Fishes —.	Ice —.	The owl —.

Besides the subject, every sentence has another part that shows **what is said about something**. This part is the **Predicate**.

When we say, "The stars twinkle," *twinkle* shows what is said of the stars. Therefore, *twinkle* is the predicate.

EX. 3. *In each of the following sentences, what do we speak about? What is said about it?*

A triangle has three sides.	The bear slept all winter.
A soap bubble is a sphere.	A cat has eighteen claws.
The peacock came from Asia.	The oak tree bears acorns.

EX. 4. *Supply subjects for these predicates:—*

— drinks at the trough.	— brings the letters.
— swim in the sea.	— carries the news.
— grow in the ponds.	— sharpens the knife.

The predicate of a sentence shows what is said about the subject.

200. — Subject and Predicate Combined.

Ex. 1. *Find the subject and predicate in each of the following sentences, each time explaining them.*

Example: — “Each day has its duties.” *Each day* is that about which something is said, and therefore is the *subject*. *Has its duties* is what is said about *each day*, and therefore it is the *predicate*.

1. Diligent boys make great men.
2. Vapor rises from the ocean.
3. Columbus was born in Italy.
4. The American flag is the symbol of liberty.
5. Whittier wrote “Snow Bound.”
6. The city of Venice is built upon islands.
7. Commodore Perry was called “The Hero of Erie.”
8. The Norwegians hunt on snow-shoes.
9. Some rivers rise from springs.
10. The pond-lily closes its white leaves at night.

How many subjects and predicates in each of the sentences in the preceding exercise?

A simple sentence is a sentence that has one subject and one predicate.

Sixty seconds make one minute.

Sixty minutes make one hour.

Sometimes two or more simple sentences are joined together, as in —

Sixty seconds make one minute, *and* sixty minutes make one hour.

It is going to snow, *but* I shall be there.

A Compound Sentence is a sentence made by uniting two or more simple sentences.

Ex. 2. *From the following make three compound sentences : —*

The sky is blue	Frogs only croak.
Birds sing sweetly.	The stars appear.
The sun sets.	The air is very clear.

The simple sentences that form a compound sentence are generally separated by commas.

Ex. 3. *Make compound sentences of the following, using and, but, therefore, yet, or, nor, as connecting words : —*

- | | |
|-------------------------|------------------------------|
| 1. Listen to the bird — | 6. That lesson was long — |
| 2. The signal sounded — | 7. I am not satisfied — |
| 3. Do not attempt it — | 8. The sun warms the earth — |
| 4. Has he confessed — | 9. He heard the whistle — |
| 5. Time is flying — | 10. Do you enjoy driving — |

201.— Nouns.

We have been learning how to use words in expressing our thoughts. Let us now learn something of the *kinds of words* that we use.

The sun ripens the grain.
The leaves cover the trees.
The branches bend with fruit.
Do flowers grow by the roadside?

1. What words in these sentences are used as names? 2. Which of them mean more than one? 3. Give the names of four things to be seen in the sky. 4. Of five things that may be bought at a store. 5. Of four wild animals. 6. Of four animals that fly. 7. Of four parts of a leaf. 8. Of ten things in the schoolroom.

Ex. 1. *Ten of the following words may be used as names. Which are they?*

true; watch; beautiful; tack; think; steamer; steam; straight; paint; back; crocus; miller; tired; angry; anger; strong; strength.

A Noun is the name of something.

Common and Proper. 1. Which of these names apply to you?

boy	pupil	daughter	animal	niece
girl	son	child	nephew	sister

2. Might they describe any one besides you? 3. How many others?
4. What is your own name; that is, what name was meant for you and no one else? 5. Which of the following names belongs to one person only?

man	officer	patriot
soldier	citizen	George Dewey

6. Which of them would be used of many other persons? 7. Mention the name that is the property of only one man. 8. Of one woman. 9. Of one city only. 10. Of one country. 11. Of one island. 12. Of one nation.

13. Mention a name that may refer to each one of more than ten thousand animals. 14. To each one of a million persons. 15. To each one of a thousand streams of water.

17. Which of the following nouns belong to just *one* person, place, or thing?

river	Amazon	president	Abraham Lincoln
city	Brooklyn	country	France
town	Melrose	state	Minnesota
street	Broadway	ocean	Atlantic
mountain	Etna	book	"The Arabian Nights"

18. Which of them may apply to *any one* of the kind, or to *all* of the kind?

19. How many persons are there in your schoolroom? To how many could you give the names *boy*? *girl*? How many have the name Robert? Ruth?

Boy and *girl* are **Common** nouns because they are names of many persons.

Robert and *Ruth* are **Proper** nouns because each is a name meant for one person as his own property.

A Proper noun is a special name meant for only one person or thing.

A Common noun is a general name that applies to any part or to the whole of a kind or class of objects.

Proper nouns should begin with capitals.

Ex. *Mention the common and the proper nouns in Lesson 74.*

202.— Nouns : Number.

We have seen in Lesson 23 that nouns may be singular or plural.

A noun that names one thing is in the *singular number*.

A noun that names more than one thing is in the *plural number*.

Here are the rules that we have learned for forming plurals : —

1. Most singular nouns are made plural by adding *s*.
2. Nine singular nouns are made plural without adding *s*.
3. All singular nouns that end in *s*, *x*, *z*, *sh* or *ch* (soft) are made plural by adding *es*.
4. Singular nouns ending in *y* after a consonant, are made plural by changing *y* to *ies*.
5. Sixteen singular nouns ending in *f* or *fe* are made plural by changing *f* or *fe* into *ves*.
6. About forty singular nouns ending in *o* are made plural by adding *es*. Most of them are in common use.

Ex. 1. *Spell the plurals of these nouns : —*

army	negro	foot	topaz	crutch	wolf
life	key	enemy	potato	tax	rush
ox	guess	half	child	tooth	mouse

Ex. 2. *In writing these sentences change "one" to "two," and make other needed changes : —*

1. One fourth of one dollar is twenty-five cents.
2. One fly has six legs.
3. One penny will buy one cake.
4. One child plays with one toy.
5. One ox has eight shoes.
6. One man mows the lawn in two hours.
7. One German joined his regiment.
8. One quart equals one-eighth of one peck.
9. One box of butter weighs five pounds.
10. One medal was given to one hero.

203. — Nouns: Gender.

Which nouns in this list refer to *males* and which to *females*?

aunt	prince	Henry	nephew	landlady
niece	Ruth	sister	husband	William
queen	widow	king	hero	brother.

A noun that names a male is said to be of the *masculine* gender.

A noun that names a female is said to be of the *feminine* gender.

Compare the words in each two columns. Tell how they differ in form and meaning.

baron	baroness	Jew	Jewess
heir	heiress	prince	princess
host	hostess	poet	poetess
count	countess	Quaker	Quakeress

Sometimes a feminine noun is formed by adding *ess* to the masculine. As, —

shepherd (masculine) ; shepherdess (feminine).

Sometimes other endings or even entirely different words are used to indicate the gender of the noun. As, —

hero, heroine : king, queen ; sir, madam.

EX. 1. *Change the nouns in these sentences to nouns of the opposite gender : —*

1. My brother's wife lives with her aunt.
2. The queen's heir will support his niece.
3. The landlady and her son cheered the prince.
4. My nephew and his wife met the author in London.
5. The king entertained the countess and her brother.
6. Mr. Lee's son, Jessie Crane, and his brother called on the actor, Francis Joy.
7. In fairy stories we read of heroes, giants, mermaids, gods, and witches.
8. The heir to that estate was the hero of the story.
9. The guilty man was her father's brother.
10. When the emperor Joseph was a lad, he made good use of his opportunities at school.

The names of things without sex are sometimes said to be of the *neuter* gender; that is, they are *neither* masculine nor feminine.

204. — Nouns: Case.

Review Lessons 27, 94, 126.

Explain the possessives you find in the sentences below : —

1. Washington's home was at Mount Vernon.
2. Landscapes are Nature's pictures.
3. The daisy's petals are pure white.
4. Eugene Field's poems are the children's delight.
5. Have you seen an Indian's wigwam?

We have learned that nouns sometimes have a form ending in apostrophe-s ('s), which we have called the possessive form. Instead of speaking of the possessive *form* of nouns, we may speak of the possessive *case* of nouns, meaning precisely the same thing.

Here is a rule to guide us in writing the *possessive case* of nouns: —

To plurals ending in *s*, add an apostrophe only ('); to all other nouns add apostrophe-*s* ('s).

EX. 1. Write the *possessive case* of these singular nouns: —

hero	lady	village	mass
ash	street	mulatto	watch
wife	turkey	cherry	mouse
ox	sheaf	flower	horse

EX. 2. First write the *plurals* of these same nouns, and then change them to the *possessive case*.

EX. 3. Make a list of all the plural nouns in Lesson 49; of all the masculine nouns; of the feminine nouns; of the possessives.

205.—Pronouns: Kinds.

“I can help you,” said Mr. Gray to little Nell; “let me give you something for your garden.” And when she thanked him, he said to himself, “I shall take up some roses and send them to her.”

1. For whom does *I* stand? 2. Who is meant by *you*? 3. By *me*? 4. By *she*? 5. By *him*? 6. What is meant by *he*? by *himself*? by *them*? by *her*? 7. Is there any person for whom such names may not sometimes be used? 8. Read these sentences using the nouns instead of the words that stand for them. How do they sound?

Such words as *I, my, me, we, our, us, you, your, he, his, him, her, they, their, them, it, and its* are often needed to take the place of ordinary names. We use them when we speak about ourselves, or when we mention the person to whom we are speaking, or when we speak about some person or thing. They are used for nouns and are called *pronouns*.

A Pronoun is a word used instead of a noun.

EX. 1. *Write ten sentences making use of some of the pronouns that have been mentioned.*

I. Personal Pronouns. — Some pronouns always represent the *speaker*. As : —

I, my, me, we, our, us, myself.

These pronouns are said to be of the *first person*.

Some pronouns always represent the *one spoken to*, as : —

Thou, thy, thee, you, your, yourself.

These pronouns are said to be of the *second person*.

Some pronouns always represent the *person or thing spoken of*. As : —

He, she, it, they, their, them, himself, herself.

These pronouns are said to be of the *third person*.

A personal pronoun is a pronoun that is used to represent the *speaker, the person spoken to, or the person or thing spoken of*.

EX. 2. *Select the personal pronouns in Lesson 69. Of what person is each one?*

II. Interrogative Pronouns.

Some pronouns are used to ask questions. Thus : —

Who was the military leader of the Pilgrims?

Whose history are you studying?

Whom do you mean to invite?

What was Washington called?

Which of Kipling's books do you like best?

Pronouns that are used to ask questions are called *interrogative pronouns*.

Answer the above questions to see what the pronouns *who, whose, whom, what, and which* stand for.

The word for which the interrogative pronoun stands is always found in the answer to the question.

Who, whose, whom, which, and what are the principal interrogative pronouns.

Ex. 1. Write *five* sentences containing interrogative pronouns.

Ex. 2. Write *five* statements which shall answer these questions.

Ex. 3. Write *three* interrogative sentences without using interrogative pronouns.

An Interrogative pronoun is one that asks a question.

III. Relative Pronouns.

A *studious* boy is a boy *who* studies.

A *runaway* horse is a horse *which* has run away.

A *royal* yacht is a yacht *that* the king owns.

We cannot hear *your* answer.

We cannot hear *what* you say.

1. In what two ways is the *boy* described in the first sentence?
2. What *horse* are we talking about in the second sentence?
3. What two expressions in the third sentence mean the same? What do they describe?
4. What is the difference between "*your answer*," and "*what you say*"?
5. What do *who*, *which*, and *that* stand for in these sentences?

Expressions like *who* studies, *which* has run away, *that* the king owns, and *what* you say are called *clauses*. Though each contains a subject and a predicate it is only a *part* of the sentence, and does not express a complete thought.

The words *who*, *whom*, *which*, and *that* are pronouns because they stand for nouns. They are called *conjunctive* pronouns because they connect the clause to the rest of the sentence. They are called *relative* pronouns because they relate to a preceding noun or pronoun called the *antecedent*.

What used in a clause is a *conjunctive* pronoun, though its antecedent is not expressed.

EX. 1. *Review the last part of Lesson 194.*

EX. 2. *In each of the following sentences select the relative pronoun, and point out its antecedent.*

1. The fur *which* warms a monarch warmed a bear.
2. Happy is the man *who* findeth wisdom.
3. Life is *what* we make it.
4. The words *that* you speak show the thoughts *that* you have.
5. He that would thrive must rise at five.
6. The sentinel who kept the gate fell asleep.
7. They that seek me early shall find me.
8. He liveth long who liveth well.
9. Victoria was a woman whom the nation loved.
10. A man who holds his tongue is counted wise.

A relative pronoun is one that relates to a preceding noun or pronoun, and introduces a clause.

IV. Adjective Pronouns.

To the Teacher.—The study of adjective pronouns should follow the study of limiting adjectives.

<i>All</i> have faded.	<i>One</i> was killed and <i>another</i> wounded.
<i>Both</i> were wrecked.	<i>Each</i> talked to the <i>other</i> .
<i>Many</i> were orphans.	<i>Several</i> were blind.
<i>That</i> is five minutes slow.	<i>This</i> is the last sentence.

1. Supply a noun after each italicized word.
2. Tell what each italicized word stands for.
3. What is a pronoun? Why may these words be called pronouns?

Words like *all*, *many*, *each*, *one*, *both*, *this*, *that*, *these*, *those*, are *pronouns* because they stand for nouns. They are called *adjective* pronouns because they are limiting adjectives used without their nouns.

EX. 1. *Point out the adjective pronouns and tell the noun that might be used with each.*

1. Which is the best book, this or that?
2. Many went into the battle but few returned.
3. What is one man's meat is another's poison.
4. These were laid yesterday, but those are a week old.
5. All but one were saved from the wreck.

An Adjective pronoun is a limiting adjective used without its noun.

206. — Pronouns: Gender and Number.

Caroline studies *her* lessons.

She always does *her* best.

Henry admires *his* sister.

He does not follow *her* example.

He ought to follow *it*.

Gender. Which of these pronouns represent a male? Which a female? Which are masculine? Feminine?

He, she, and it, and their variations indicate gender. *He, his, and him* are of the masculine gender. *She and her* are of the feminine gender, and *it and its* are of the neuter gender; that is, they are neither masculine nor feminine. All other pronouns, like *I, we, they, them, who, that, one, some, few*, etc., may represent either males or females.

Number. 1. Which of these pronouns are singular and which are plural?

He, they, she, their, him, them, her, his.

2. In the sentence, If any boy knows, let him raise his hand, what do *him* and *his* stand for? 3. Does "any boy" mean one or more than one?

4. In the sentence, If the men thought so *they* would give *their* opinion, what do *they* and *their* stand for? 5. Is the noun singular or plural?

EX. 1. *Supply suitable pronouns here, and tell the nouns to which they refer ; that is, tell the antecedents of the pronouns.*

1. Every girl must use — own book.
2. Let each boy do the best that — can.
3. Boys, what will — do with — guns ?
4. We shall carry — with —.
5. Cannot one bring — money with — ?
6. The girl said that — had no money of — own.
7. If a man perseveres, — commonly succeeds.
8. If anybody knows, — must not tell.

A pronoun is singular when it stands for a singular noun.

A pronoun is plural when it stands for a plural noun.

RULE. — *A Pronoun and its antecedent should be of the same number and gender.*

EX. 2. *Find all the pronouns in Lesson 14 ; point out their antecedents, and tell in what respect the pronoun and its antecedent are alike.*

207. — Pronouns ; their Cases.

To the Teacher. — The study of this lesson should follow the study of verbs.

Review Lesson 132.

Six very common pronouns — *I, we, he, she, they, who* — have three *case-forms* or *cases*, to show different uses in sentences : —

(1) The *possessive* to show ownership ; as *my* book, *our* friends, *his* home ; *her* child, *their* money, *whose* purse.

(2) The *objective*, required when the pronoun is used as an object, as : See *me*. Meet *us*. Call *him*. For *her* ; after *them* ; with *whom* ?

(3) The *nominative* for all other uses in a sentence, as : *I* write, *he* sings, *she* plays ; it is *they* ; *we* were going ; *who* is it ?

Ex. 1. *Learn to give these case-forms in a regular way, as follows :—*

	NOMINATIVE.	POSSESSIVE.	OBJECTIVE.
Singular	<i>I</i>	<i>my</i>	<i>me</i>
Plural	<i>we</i>	<i>our</i>	<i>us</i>
Singular	<i>he</i>	<i>his</i>	<i>him</i>
Singular	<i>she</i>	<i>her</i>	<i>her</i>
Plural	<i>they</i>	<i>their</i>	<i>them</i>
Sing. or Plu.	<i>who</i>	<i>whose</i>	<i>whom</i>

The pronoun *thou, thy, thee*, now used chiefly in prayer or poetry ; the possessive forms *mine, thine, ours, hers, and theirs* ; and the pronoun *whoever* and *whosoever* we shall study about in the future.

Ex. 2. *Learn the six nominative forms ; the six objective forms.*

Ex. 3. *Tell the case and number of these pronouns : Her ; him ; them ; who ; I ; their ; whose ; whom ; us ; our ; his ; me ; they ; my.*

208.—Pronouns: Mistakes in Using Them.

(To follow the study of verbs and prepositions.)

Many of our mistakes in talking or writing come from our using the *objective* form of a pronoun when we should use its *nominative* form. Sometimes, too, we use nominative forms for objects, which is always wrong.

Remember that *me, us, him, her, them, and whom* are **objective** forms, and are to be used as *objects* of *verbs* and *prepositions*.

Ex. 1. *Make sentences by filling the blanks with me, us, him, her, them, or whom :—*

1. Mr. Morse asked — and — to go.
2. Did you ask — or — to write?
3. He called —, but not —.
4. This is a secret between — and —.
5. The invitation is for — and —.

6. For — is that bought? 8. — did you give it to?
7. — did he call? 9. With — was he going?
10. I want you and — to go. He wants you and — to go.
11. — did they choose as captain?
12. Nothing is too good for — or —.
13. — did you see?
14. This is for you and —.
15. Always say between you and —.
16. — is this for? 17. I know — he meant.

Ex. 2. *Read these sentences over and over until you become familiar with the right form.*

Remember that *I, we, he, she, they* and *who* are **nominative forms**, and are to be used as *subjects* or *subjective complements* after such verbs as *is, was, were, has been, will be, may be, can be, must be*, etc.

Ex. 3. *Supply I, we, he, she, they, or who to make sentences: —*

1. — and — are going to the fair.
2. — and — were last night.
3. There were present only — and —.
4. — was absent, and so were —.
5. — were absent, and so was —.
6. It is —. It wasn't —. 9. Do you know — it is?
7. Is it —? No, it is —. 10. — and — will go.
8. It is not — nor —. 11. It can't be —. It must be —.
12. Was it —? No, it was —.
13. — knew it was —. 14. It will not be, —

209. — Adjectives: Kinds

1. **Descriptive Adjectives.** — We have been talking about nouns and pronouns and the way they are used in sentences. There is another kind of word that is often used with a noun to add to its meaning.

Yellow roses.	A sad face.	Willing hands.
Bright skies.	Short stories.	A dark night.
Happy children.	Cross words.	Fragrant flowers.

1. What names or nouns are used here? 2. What kind of roses is mentioned? 3. What word describes the skies? the stories? the hands?
4. For what is *happy* used? *sad*? *dark*? *fragrant*?

Ex. 1. *Think of words that will describe these things by showing what kind is meant:—*

— bear.	— ice.	— lesson.	— roads.
— well.	— spring.	— friends	— lion.

Ex. 2. *What may these words describe:—*

sour	old	lofty	noisy	fair	awful
sweet	young	low	quiet	ugly	lovely

Ex. 3. *Look at the picture of “The Farm Yard” on page 90, and think of all the words that may describe what you see there.*

A word used to describe a person or thing is an *Adjective*.

II. **Limiting Adjectives.**—All the adjectives which we have been using *describe* things. Besides such adjectives, there are others that show only *which ones* or *how many* are meant.

<i>That</i> mast is broken.	<i>Six</i> oaks have fallen.
<i>Those</i> nests are empty.	<i>Some</i> small maples remain.
Can you solve <i>this</i> riddle?	<i>All</i> roses have thorns.
Carry <i>these</i> heavy bundles.	Come <i>next</i> Sunday.

1. In these sentences there are four adjectives that *describe*: try to find them. 2. What does each one describe? 3. What word shows *which* mast is meant? 4. *How many* oaks have fallen? 5. *Which* heavy bundles are referred to? 6. *How many* roses are meant? 7. What is *this* used for? *some*? *next*? *all*?

Ex. 4. *Use these adjectives with nouns in sentences to show which ones, or how many, are meant:—*

three every yonder both first several each

An adjective that *describes* a person or thing is called a **descriptive adjective**.

An adjective that shows *which one* or *how many* are meant without describing, is called a **limiting** adjective.

Articles. — *The* and *an* or *a* are words that appear in almost every sentence. They are *limiting adjectives*, but are generally called **articles**.

An and *a*, meaning *one*, are different forms of the same word. When it is used before a word beginning with a *vowel* sound, it takes the form *an*. Before a consonant sound it is simply *a*.
As : —

An emerald, *a* diamond; *an* honor, *a* beaver.

An Adjective is a word used to describe some person or thing, or to limit a noun.

Descriptive adjectives made from proper nouns are called **Proper adjectives**. As: Japan, Japanese; Africa, African.

Proper adjectives should begin with capital letters.

Supply words made from proper nouns : —

1. The people of France speak the — language. 2. — carpets are made in Persia. 3. People born in America are —. 4. Columbus sailed under the — flag. 5. Ours is the — language.

210. — Adjectives : Comparison.

Boston is a *large* city.

Chicago is *larger* than Boston.

London is the *largest* city in the world.

1. To what class do the italicized words belong? 2. With what are they used? 3. What is the difference in their form?

Sometimes we wish to compare persons and things with one or with many others. We change the form of the adjective when we do this.

I. The simplest form of the adjective is called the *positive degree*. As: — cold, bright, young.

II. The form of the adjective used in comparing two persons or things is called the *comparative degree*. This usually ends in *er*. As: — colder, brighter, younger.

III. The form of the adjective used in comparing one person or thing with many others is called the *superlative degree*. This usually ends in *est*. As: — coldest, brightest, youngest.

A few common adjectives show their degree by entirely different words. As: —

POSITIVE.	COMPARATIVE.	SUPERLATIVE.
good	better	best
bad	worse	worst
little	less	least

EX. 1. *Tell which degree of these adjectives is given: —*

Dearest, nearer, longer, green, sunny, sweetest, dark, oldest, heavier.

We cannot add *er* and *est* to most adjectives of two syllables without making ill-sounding words. When we need to use such adjectives in comparing persons or things we use *more* and *most* with the positive degree of the adjective.

As: — wonderful, *more* wonderful, *most* wonderful,
beautiful, *more* beautiful, *most* beautiful,
remarkable, *more* remarkable, *most* remarkable.

EX. 2. *Think of suitable adjectives to describe these things. Do not repeat any adjective.*

brook	oak	robin	island	fish
mountain	clouds	beach	road	butterfly

EX. 3. *Name three things that these may properly describe: —*

lovely fine great grand nice awful

EX. 4. *Write six sentences giving the comparative form of the above adjectives.*

EX 5. *Make two adjectives from each of these nouns : —*

sense	fear	noise	faith	grace
taste	luck	bone	joy	friend
cloud	law	sleep	leaf	care
mercy	value	worth	love	pity

EX. 6. *With which of these adjectives may the prefix **un** be used? How does **un** change the meaning?*

EX. 7. *Write ten sentences using some of the adjectives which you have formed in comparing things or persons.*

EX. 8. *Tell the degree of comparison of the adjectives in the following sentences, and tell what each one describes : —*

Helen is a better reader than Carrie.

The Sahara is the greatest desert on the earth.

My cough is worse to-day.

The pass was steep and rugged.

Her hair was not sunnier than her heart.

He became a poorer but a wiser man.

Africa is the hottest of the continents.

EX. 9. *Select the adjectives in Lesson 34; tell the kind and what each describes or limits.*

211. — Verbs : Words that Assert.

We have seen how useful nouns, pronouns, and adjectives are in helping to form sentences. There is another kind of words, however, more important than any of these, because without a word of this kind it is impossible to make a sentence.

Supply the word that seems to be needed to make sentences — either statements, questions, or commands — of the following : —

The twinkling stars — at night.
 The soldier — under the green mound.
 Brave men — no danger.
 — the cherries ripe yet?
 — kind to all dumb animals.
 Gold and diamonds — from South Africa.
 Victoria — queen sixty-three years.

If we read these expressions as they are printed we neither *tell* nor *ask* nor *command*.

The word that gives them life, and makes each a *sentence*, is called a **verb**.

A verb is a word that asserts.

Most verbs express *action*; that is, they tell what things *do*.

Winter goes.	The buds open.
Spring comes.	Flowers blossom.
The grass appears.	The robin sings.

1. What word tells what winter *does*? 2. What tells what the flowers *do*? 3. What does *comes* tell us? *opens*? *appears*? *sings*?

Ex. 1. *Supply words to tell what these things do* : —

Hens —.	Cats —.	Lambs —.	Fire —.
Doves —.	Geese —.	Plants —.	Rivers —.
Stars —.	Lead —.	Bees —.	Fish —.

Ex. 2. *Using the following verbs, write two statements, two questions, and two commands* : —

sleep	study	toil	jumps	whine
sails	speak	forgive	listen	paint

Ex. 3. *Make a sentence without a noun; without a pronoun; without an adjective. Can you make one without a verb?*

“Nouns and verbs are the bones and muscles of language.”

212. — Verbs : Transitive.

Edward walks.	Samuel sits.
James runs.	Ellen stands.
Mary talks.	The children rise.

1. Mention the verbs in these short sentences. 2. Which express action? 3. Is each sentence complete?

George	opens	the book.
Edna	closes	the door.
Sarah	lifts	a chair.
The teacher	shows	the inkstand.
She	takes	the pointer.
John	cleans	the blackboard.
The ink	soils	the paper.
We all	write	letters.
	Bring	flowers to-morrow.

1. Mention the verbs in these sentences. 2. Which of them express an action that you can perform? 3. Read each sentence as if there were a period after the verb? 4. What seems to be needed to make the meaning complete? 5. In each sentence there is a word that shows what is affected by the action. Tell what it is. 6. Who *opens, closes, cleans, etc.*? 7. What does he or she *open, close, take, lift, etc.*?

Some verbs need a word to complete the meaning, and to show what the action affects, or what receives the action.

Such verbs are called *transitive* verbs, and the word that completes the meaning is called the *complement* or *object* of the verb.

Ring the bells!	Fire the guns!	Hoist the flags!
Beat the drums!	Cheer the soldiers!	Shout and sing!

EX. 1. Which of these seven verbs are *transitive*? 2. What is the *object* of each? 3. Use these verbs in sentences: *strike, swing, swim, laugh, break*. How many did you use with objects? 4. Write five sen-

tences containing these words as objects: *corn, bicycles, houses, fish, nests.*

A Transitive verb is one that has a complement that shows who or what receives the action.

213. — Verbs: Copulative.

There are a few very common verbs that do not express action. They generally tell what things *are*, or *were*, or *will be*.

Try to tell the difference between these expressions: —

Ripe cherries —	Cherries <i>are</i> ripe.
The stormy day —	The day <i>was</i> stormy.
Yellow gold —	Gold <i>is</i> yellow.
The honest boys —	The boys <i>were</i> honest.
Beautiful pictures —	The pictures <i>are</i> beautiful.

EX. 1. 1. Mention the adjectives in these expressions. 2. The nouns. 3. Read the expressions that *say* or *tell* or *assert* something. 4. What kind of word *must* a sentence contain? 5. What kind of words are *are*, *was*, *were*, *is*? 6. Read the sentences as if there were a period after the verbs. Is the meaning complete? 7. For what are the adjectives that follow the verbs used? 8. Give the subjects. 9. Give the predicates.

Springtime is welcome.	The crops were large.
The ground was fertile.	Farmers have been busy.
Hay is very fragrant.	Their barns are full.

EX. 2. 1. Mention the adjectives in these sentences, 2. What does each describe? 3. Give the words that assert. 4. What words join or *couple* the adjective and the subject that shows what it describes? Mention the *complement* of each verb; that is, the word that *completes* the predicate.

A verb that has for its complement an adjective that refers to its subject is called a *copulative* verb.

Copulative verbs sometimes unite two nouns that are names of the same thing, one of which is the subject and the other the *complement*.

Edison *is* an inventor.

Edward VII. *was* a prince.

Coal *is* a mineral.

Every man *has been* a boy.

Washington *is* the capital.

The battle *was* a victory.

Show in what way each complement describes the subject.

EX. 3. *Make sentences with these words as subjects or complements of copulative verbs.*

The sky; Longfellow; Hawaii; Rosa Bonheur's "Horse Fair"; our national hymn; the Boers; invisible; calm and still; smoking; Oklahoma.

A Copulative verb is one that has a complement that describes what its subject names.

An adjective used as the complement of a copulative verb is called a *predicate adjective*.

A noun used as the complement of a copulative verb is called a *predicate noun*.

Come, Mary.

Bring your book.

Be careful.

Mary comes.

She brings her book.

She is careful.

Mary came.

She brought her book.

She was careful.

EX. 4. *Which of these verbs is transitive? Copulative? Complete? Incomplete? How many different verbs are used? How many forms of each verb? What word is used as object? As predicate adjective?*

214. — Verb-Phrases.

Sometimes more than one word is needed to help give the verb the meaning we wish, as : —

The sky	{	<i>is</i>	}	cloudy.	
This man		<i>was</i>		}	a merchant.
		<i>will be</i>			
		<i>has been</i>			
		<i>may be</i>			
		<i>might have been</i>			

The boys	{	<i>broke</i>	}	the window.
		<i>will break</i>		
		<i>have broken</i>		
		<i>may break</i>		
		<i>could break</i>		
		<i>might have broken</i>		

1. Which of these verbs are copulative? 2. Which are transitive?
 3. Try to tell the difference in the meaning of the six sentences. 4. Of how many words does each verb consist?

When the verb consists of several words the last one is the *principal* verb, and the others are *helping* or *auxiliary* verbs. Several words used as a verb make a *verb-phrase*. We generally speak of a verb-phrase, however, as a verb.

Ex. 1. *Use the following verbs in sentences : —*

will be	may kill	may have been defeated	could have been
can go	has shot	should have spoken	have been called
can have	shall write	may have been	will have been

Ex. 2. *Select the verbs in the following sentences. Tell the subject of each. Which are transitive? Which are copulative? Point out the objects; the predicate adjectives; the predicate nouns.*

1. The south wind is warm.
2. April showers bring May flowers.
3. A darker day may never dawn.
4. An honest man never breaks his promise.
5. Laziness will clothe a man in rags.
6. The September sun will have ripened the grapes.
7. Pride must have a fall.
8. A rolling stone will gather no moss.
9. Elias Howe was the inventor of the sewing-machine.
10. The motorman could have prevented the accident.
11. Here hath been dawning another blue day.
12. Daisies and buttercups are blossoming everywhere.
13. Somewhere the sun is always shining.

215. — Verbs: Tense Forms.

Review Lessons 179, 185, 188.

It will be seen that we have already had some practice in the use of the principal *verb forms*. This has helped us to use the *right form* in the *right place*. We have learned that verbs have one form that relates to *present* time, one that relates to *past* time, and still another that must be used with *have* or *has*, or other helping verbs. Thus we say, —

The wind *blows* now, it *blew* yesterday, and it *has blown* all the week.

These are the *principal forms* or *principal parts* of the verbs. Here are a few : —

<i>Present.</i>	<i>Past.</i>	<i>Perfect.</i>	<i>Present.</i>	<i>Past.</i>	<i>Perfect.</i>
wait or waits	waited	waited	take or takes	took	taken
save or saves	saved	saved	come or comes	came	come
love or loves	loved	loved	do or does	did	done
hate or hates	hated	hated	make or makes	made	made
break or breaks	broke	broken	draw or draws	drew	drawn
see or sees	saw	seen	go or goes	went	gone

What do you notice about the past and perfect forms of the first four verbs in the list?

Most verbs are like *wait* and *save* in this respect: their *past* and *perfect* forms end in *ed*. They are called *regular verbs* for this reason.

A few verbs, perhaps two hundred in all, have *irregular* forms for the past and perfect, and so are called *irregular verbs*.

These forms give us trouble when we try to talk and write correctly, for we use one form when we ought to use the other. Thus we are tempted to say, “*done* it” for “*did* it,” “*seen* it” for “*saw* it,” and so on. These are among the worst mistakes we can make.

Always use the *past* form of a verb to tell what *was* done in *past* time.

Always use the *perfect* form of a verb with *has, have, had, is, was, will, be, has, been*, and other helping verbs.

Ex. 1. Use the *past* or *perfect* form of some verb in filling the blanks, and give your reason.

- | | |
|---------------------------------|------------------------------|
| 1. The engine — the train. | 4. He — all the way alone. |
| 2. Who — broken the vase? | 5. I can't swim, but James — |
| 3. The apples were — off by the | across the river yesterday. |
| wind. | 6. I — him when he — it. |
-

216. — Verbs: Number and Person Forms.

In Lesson 215 how many *present* forms are given in the list of verbs? How does the second present form end?

Because this form nearly always ends in *s* we call it the *s-form* of the verb. Observe how it is used in these sentences: —

He *cuts* ice.

Farmers *cut* grass.

She *makes* bread.

They *make* hay.

It *feeds* the hungry.

They *give* thanks.

One *learns* easily.

Many *learn* slowly.

1. Mention the subjects of the verbs in the first column. 2. What is the *number* of each? 3. What form of the verb is used? 4. The subjects in the second column are of what *number*? 5. Is the *s-form* of the verb used? 6. Of what person are the *pronouns*? *Nouns* used as subjects are always of the *third* person; that is, they always represent something "spoken of."

We shall avoid many mistakes in our speech if we remember that: —

The *s-form* of the verb should be used only with singular subjects of the third person.

This rule applies to present indicative tenses only.

EX. 1. Choose the correct form of the verbs, and give the reason for your choice.

1. It (don't, doesn't) take long to cross the ocean.
2. My scissors (needs, need) sharpening.
3. Our troubles all (comes, come) from that source.
4. Each state (has, have) two senators.
5. Each of the states (have, has) two senators.
6. What (has, have) become of your friends?
7. Everybody (has, have) offered to help us.
8. The fragrance of flowers (fill, fills) the air.
9. (Has, have) anybody called to see me?
10. The six days' work (has, have) been done.
11. (Has, have) everybody found the place?
12. (Was, were) you invited?

217 — Verbs: Be, Was, Been.

Review Lessons 37, 38.

The verb **be** is very irregular in its form; and, as it is used more frequently than any other verb in the language, we need to take especial pains to learn about it.

The principal parts of **be** are —

Present, be, past, was, perfect, been.

Other forms with subjects are —

	PRESENT.		PAST	
	<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural</i>
<i>First Person</i>	I am	We are	I was	We were
<i>Second Person</i>	You are	You are	You were	You were
<i>Third Person</i>	He is	They are	He was	They were

Learn to repeat these forms rapidly.

Remember that **is** and **was** are used with *third-singular* subjects, and that **are** and **were** are used with *plural* subjects only.

Am and **was** may be used with **I** as subject. **Was** must **never** be used with **you** as subject.

There is much more to be learned about verbs and their forms and uses, but we must defer it until later in our studies.

EXERCISE. — *Find all the verbs in Lesson 192 ; tell whether they are complete, transitive, or copulative ; point out the subject and the complement.*

218. — Adverbs: Kinds.

In a previous lesson we learned how adjectives were used with nouns and pronouns to describe or explain. There is a kind of words used with verbs in much the same way.

The boys are waiting.

The boys are waiting outside.

The boys are waiting patiently.

The boys are waiting now.

1. How does the second sentence differ in meaning from the first?
2. In the third sentence, what does *patiently* show about *waiting*?
3. What does *now* show? What do *outside*, *patiently*, and *now* add to the verb?

Such words are called **adverbs** because they are used with verbs to add something to their meaning.

I. Of manner. — Walk briskly. Speak gently. Eat slowly.

1. Read the words that show what some one is to do. What are such words called?
2. What word shows *how* one is to walk? to speak?
3. What does *slowly* show?
4. Supply words to show how one may —

skate talk stand drive wait sing

A word that shows *how* anything is done is called an *adverb of manner*.

II. Of place. — Stand there. Go yonder. Move forward.

1. What shows *where* one is to stand?
2. For what is *yonder* used?
3. Put each of the following words with the verb of a sentence to show *where* : —

down out there anywhere back below

Adverbs that show *where* anything is done are *adverbs of place*.

III. Of time. — Ask now. Never despair. Come often.

When is one to ask? *when* to despair? What does *often* show? Use the following adverbs in sentences to show *when*: —

immediately lately seldom once ever to-day

Adverbs that show *when* a thing is done are *adverbs of time*.

Ex. 1. *Use the following adverbs in sentences, and tell what they show*: —

yesterday there not patiently thus
foolishly often wisely afterwards promptly

IV. Of degree. — Find the adverbs in these sentences: —

He sang twice. Was his singing very good? He sings too rapidly.

1. To what is *twice* added? 2. With what is *very* used? 3. How is *too* used? 4. What kind of a word does *twice* modify or explain? 5. What is the word *good*? 6. What is *rapidly*?

This shows us that adverbs are used not only with *verbs*, but also with *adjectives* and *adverbs*, to affect their meaning. Such adverbs are generally called *adverbs of degree*.

Ex. 1. *Write sentences in which these adverbs shall be added to the verb*: —

formerly kindly bravely above overboard

Ex. 2. *Write sentences using these adverbs with adjectives*: —

very quite exceedingly too rather

Ex. 3. *Write sentences using these adverbs with other adverbs*: —

more very too most rather

An adverb is a word used with a verb, an adjective, or another adverb, to change its meaning.

Ex. 4. *Find adverbs in these sentences : —*

1. The shops have been closed lately.
2. Sailors watch the heavens eagerly.
3. The story was told well.
4. The lazy man rarely succeeds.
5. Come here immediately.

Ex. 5. *Write sentences using these adverbs : —*

easily heavily everywhere sometimes somewhat

219.—Adverbs: Comparison.

true	quiet	sad
truly	quietly	sadly

1. Which words are adjectives? 2. Which adverbs? 3. How do their forms differ?

Many adverbs are made by adding *ly* to the adjective form.

4. Compare *true*, *quiet*, *sad*. 5. Name the degree of comparison.
6. Why do we compare adjectives?

Sometimes we wish also to *compare* adverbs. The comparison of adverbs is very similar to that of adjectives. As:—

soon, sooner, soonest; late, later, latest.

Most adverbs of two or more syllables do not change their form to show the degrees of comparison. We use the word *more* with the simple form to express the *comparative* idea. As: *more quickly*; *more peacefully*.

The word *most* is added to the simple form of the adverb to express the *superlative* idea. As:—

most quickly; *most peacefully*.

Sometimes adverbs show degrees of comparison by entirely different words. As: —

Positive.	Comparative.	Superlative.
well	better	best
badly	worse	worst
much	more	most

Ex. 1. *Make an adjective from each of these nouns: —*

comfort	hunger	mother	remark	day
courage	beauty	air	honor	duty

Ex. 2. *Make adverbs from the adjectives just formed when possible. Write sentences using these adverbs.*

Ex. 3. *In the following sentences find the adverbs. Tell what each modifies. Name the kind. Tell of what degree each is.*

1. They went away later.
2. The children played happily.
3. We should speak the truth always.
4. The boy threw the ball swiftly.
5. The stars shine brightly overhead.
6. Children, write more carefully.
7. The people were most curiously dressed.
8. He acted worse than usual.
9. We worked very industriously.
10. He was somewhat frightened.
11. The teacher explained it quite fully.
12. I will help you very soon.
13. The peaches were rather small.
14. The audience became extremely restless.
15. He was too small to do it very well.

Ex. 4. *Mention all the adverbs in Lesson 173.*

220. — Prepositions.

1. Take a book and a pencil. Place the pencil —
on the book; against the book; beside the book; below it; in the book; under the book; before it; above it; over it; behind it; upon it.

2. Move the pencil —
toward the book; from the book; over the book; without it; to the book; around the book; with it.

3. How many times have you changed the position of the pencil with reference to the book? 4. Mention the words that show the different relations of the pencil to the book.

Words like *to, from, after, on, in, by*, are used with nouns or pronouns to show the *relation* of things to each other. They are called **Prepositions**.

EX. 1. *Find the prepositions in these expressions, and tell between what they show the relation : —*

a room in a hotel	money for the poor
houses on the hill	people from Europe
trees by the river	the family of the king

Phrases. — Such expressions as “for the poor” are *phrases*, made up of a preposition and a noun.

A *pronoun* may also be used with a preposition to make a phrase. As : —

before *me*, with *him*, for *her*, to *them*, without *us*.

EX. 2. *Supply prepositions in the following sentences : —*

He is a man — great strength.	Trees grow — the river.
Christmas comes — December.	Birds fly — the air.
Snow fell — the night.	She went — the city with —.

EX. 3. *Tell with what each preposition is used, and between what it shows the relation.*

EX. 4. *Find all the prepositions in Lesson 74. Give the phrases of which they are a part. Tell the words with which the phrases are used.*

A noun or pronoun used with a preposition to make a phrase is called the **object** of the preposition.

A **Preposition** is a word that shows the relation of its object to some other word.

A **Phrase** is a group of words having no subject or predicate, used like a single word.

221. — Uses of Prepositional Phrases.

A *powerful* man. A man *of power*.
A *worthless* book. A book *without worth*.

1. What is the word *powerful*? 2. Why do you think so? 3. What is *of power* called? 4. What does it mean? 5. How is *worthless* used? 6. What does the phrase *without worth* do for the noun *book*? 7. How do the phrases and adjectives differ in the way they are used?

Prepositional phrases may be used like *adjectives* in describing.

EX. 1. *Read the adjectives and the phrases used like adjectives, and tell what they describe : —*

<i>French</i> prunes	thorny bushes	foreign lands
prunes <i>from France</i>	bushes with thorns	lands over sea
wooden boats	juvenile books	domestic cares
boats <i>of wood</i>	books for children	cares at home

EX. 2. *Change the following adjectives into phrases, and use them in sentences : —*

Chinese	important	marshy	skilled
colorless	interesting	native	American
naval	common	military	unusual

1. What is an adverb? 2. How does it help the verb? 3. What does it usually tell? 4. Change the underlined adverbs to phrases : —

Look *carefully*. We pay *yearly*. They came *here*.

5. Is the meaning of the sentences changed? 6. With what words are the phrases used? 7. What do they do for the verbs? 8. What does each phrase show?

Prepositional phrases may be used like *adverbs* to show how, when, or where.

EX. 3. *Point out adverbs and phrases, and tell what they show : —*

Go silently.	Stand here.	Return in haste.
Go without speaking.	Stand on this spot.	Return hastily.
Come now.	Write carefully.	Start on time.
Come at this instant.	Write with care.	Start promptly.

Ex. 4. *Select phrases, and tell whether they are used like adjectives or like adverbs.*

- | | |
|--------------------------------|--------------------------------|
| 1. They live in the city. | 5. Bats fly in the night. |
| 2. I like a dog with spots. | 6. Step with great care. |
| 3. Shall you journey by night? | 7. Take a sail down the river. |
| 4. Bring cord without knots. | 8. Go through the orchard. |

Ex. 5. *Find prepositional phrases in Lessons 108 and 154; tell how they are used; point out the prepositions.*

222.—Conjunctions: Words that Connect.

The sun had set. The stars came out.

Let us try joining or combining two sentences into one: —

The sun had set, *and* the stars came out.

The sun had set, *but* the stars came out.

The sun had set, *for* the stars came out.

Or we may add to one sentence part of another: —

The moon appears. The stars appear.

The moon *and* the stars appear.

Connecting words like *and*, *but*, *for*, are called Conjunctions.

I. *Combine each pair of short sentences into a single longer one. Use as few words as possible.*

1. Summer has gone. Autumn has come.
2. Gold is a precious metal. Silver is a precious metal.
3. Glass is brittle. Glass is transparent.
4. Cotton grows in Egypt. Cotton grows in India.
5. We went hunting. We did not get anything.
6. I know that the wind blows. I see the trees bend.
7. Turtles live on the land. Turtles live in the water.
8. There is no lead in lead pencils. Pencils are made of plumbago.
9. A tint is produced by mixing white with a color. A shade is made by mixing black with a color.

10. The arteries carry the blood from the heart. The veins carry the blood to the heart.

Punctuation. — Two or more simple sentences written together as a compound sentence are generally separated by commas. Between long sentences that are united a semicolon is often used.

II. *Use the following conjunctions in sentences : —*

and but or because if although

Conjunctions are words used to connect sentences, or parts of sentences.

223.— Interjections : Words that show Feeling.

Oh	pooh	hush
hurrah	eh	bang
alas	hello	bow-wow

1. Which of these words express wonder, joy, sadness, or disgust?
2. Which is a question? 3. Which are commands? 4. Which imitate noises? 5. Explain the meaning of each of the words.

Words used alone to express feeling, or to imitate sounds, are interjections.

When interjections are used with much force an exclamation-mark should follow.

Use these words with sentences that will explain their meaning : —

Ah bah whoa ba-a-a ahoy ha-ha

224.— Review : The Parts of Speech.

All the many thousands of words in our language may be divided into eight kinds or *Eight Parts of Speech*.

Nouns are words used as *names*.

Verbs are words used to *assert*.

Pronouns are words used *instead of nouns*.

Adjectives are words used to *describe* persons or things, or to limit nouns.

Adverbs are words used with verbs, adjectives, or other adverbs, to change their meaning.

Prepositions are words used to *show the relation* of their objects to some other word.

Conjunctions are words used to *connect* sentences, or parts of sentences.

Interjections are words used alone to *express feeling* or to *imitate sounds*.

225. — Clauses : Used like Adjectives

Follow the *starry* flag.

Follow the flag *with the stars*.

Follow the flag *that has the stars*.

1. What adjective describes the flag in the first sentence?
2. What does the phrase *with the stars* describe?
3. How is the flag described in the third sentence?
4. Do the sentences differ in meaning?

The third sentence has two distinct parts, *Follow the flag* and *that has the stars*. The first has complete meaning when used alone. It is called an *independent clause*.

The expression *that has the stars* does the work of the adjective *starry*. It contains the subject *that* and the predicate *has the stars*. It is called a *dependent clause*.

Should you call the following *sentences* or only *parts* of sentences? Why?

- which were raised in Georgia.
- that arrived in the midnight train.
- who enlisted at the age of fifteen.
- which were made in Japan.

Give the verbs in these clauses. What pronoun is used as the subject of each? Use these clauses in complete sentences.

Some clauses have the use of *adjectives*.

226. — Clauses: Used like Adverbs.

Begin work *instantly*.

Begin work *without any delay*.

Begin work *before a moment passes*.

1. How do these sentences differ in *meaning*? 2. What expressions in them are alike in meaning? 3. Try to tell how they differ in *form*. 4. *When* are you to *begin work*? 5. What part of speech tells *when* something is to be done? 6. What two words in the sentence make an independent clause.

The expression *before a moment passes* does the work of the adverb *instantly*. But it contains the subject *moment* and the predicate *passes*. It is called a *dependent clause*.

Are these *sentences* or only *parts* of sentences?

— because he asked me.

— after he had started.

— while he read.

If I had known —

— where the strawberries grow.

Which tells *why*? *where*? *when*? Use each clause in a sentence.

Some clauses are used like *adverbs*.

227. — Clauses: Used like Nouns.

Tell *the truth*.

I know *the author of the book*.

Tell *what is true*.

I know *who wrote the book*.

1. Give the difference in meaning between the first two sentences. 2. What expression in the fourth sentence means *author*? 3. Mention the verbs in the second sentence. In the fourth.

The expression *what is true* is used just like the noun *truth* as the object of the verb, to show *what* we are to tell. So, too, *who wrote the book* tells *what* I know, and is the object of the

transitive verb. But each of these expressions contains a subject and a verb, and is called a *dependent clause*.

Some clauses are used like *nouns*.

EX. 1. *Tell whether these clauses are used like adjectives, adverbs, or nouns.*

1. I saw my friend *before the train started*.
2. The building *that was burned* was a hospital.
3. He did not believe *what I told him*.
4. The steamer will sail *when the tide rises*.
5. *After the sun had set* the stars came out.
6. What is the last state *which was admitted to the Union?*
7. He saves *what he earns*.
8. Can you tell *who invented the cotton-gin?*

A Dependent clause is a part of a sentence with a subject and a predicate, which is used like an adjective, an adverb, or a noun.

An Adjective clause is one used like an adjective.

An Adverb clause is one used like an adverb.

A Noun clause is one used like a noun.

A Complex sentence is a sentence which contains one or more dependent clauses.

EX. 2. *Select the clauses in these sentences, and tell how each one is used.*

1. Do you know how the beaver builds his dam?
2. The sailors sang while the storm raged.
3. As the veterans passed the crowds cheered.
4. Tell me who wrote "The Vision of Sir Launfal."
5. We entered the little stone cottage that was to be our home for six years.
6. I can't tell what's my name or who I am!
7. They had now reached the road which turns off to Sleepy Hollow.
8. Those who toil bravely are strongest.
9. Nouns and verbs are the bones and muscles of language that give it form and strength.
10. Sin has many tools, but a lie is a handle which fits them all.

228.—Some Common Abbreviations.

USED TO DENOTE TIME.

(See Lesson 33.)

inst.	the present month	A.M.	before noon
ult.	the last month	P.M.	after noon
prox.	the next month	B.C.	before Christ
M.	noon	A.D.	in the year of our Lord

TITLES USED BEFORE A NAME.

Mr.	Mister	Rev.	Reverend	Gen.	General
Messrs.	Messieurs	Hon.	Honorable	Col.	Colonel
Mrs.	Mistress	Prof.	Professor	Maj.	Major
	(pron. Missess)	Pres.	President	Capt.	Captain
Dr.	Doctor	Gov.	Governor	Lient.	Lieutenant

TITLES USED AFTER A NAME.

LL.D.	Doctor of Laws	-	Esq.	Esquire
D.D.	Doctor of Divinity		Supt.	Superintendent
Ph.D.	Doctor of Philosophy		Sec.	Secretary
M.D.	Doctor of Medicine		Treas.	Treasurer
A.M.	Master of Arts		Sr.	Senior
A.B.	Bachelor of Arts		Jr.	Junior
M.C.	Member of Congress		P.M.	Post-Master

COMMON NAMES.

Benj.	Benjamin	Fred.	Frederick	Sam.	Samuel
Chas.	Charles	Geo.	George	Theo.	Theodore
Dan.	Daniel	Jas.	James	Thos.	Thomas
Edw.	Edward	Jos.	Joseph	Wm.	William

MISCELLANEOUS.

Anon.	Anonymous	e.g.	for example
Ave.	Avenue	etc.	and the rest
Chap.	Chapter	i.e.	that is
Co.	County or Company	N.B.	Take Notice
Do.	the same	No.	Number

p., pp. page, pages
P.O. Post-Office
P.S. Postscript
St. Street or Saint

viz. namely
vol. volume
vs. against
&c. and so forth

In marking errors in written exercises these signs may be used: —

- c under either a small letter or a capital. — The other form should be used.
- s under a word. — The spelling is wrong.
- x a cross between two words. — Begin a new sentence.
- / this line drawn through a letter or mark, means that it is wrong.
- ^ the caret. — Something is wanting, a letter, a word, or a mark, which may be written in the margin.
- [] brackets inclosing words. — The words should be omitted in copying.
- ¶ or No ¶ these signs mean begin or do not begin a new paragraph.
- # leave more space between words or sentences.
- C at the beginning. Exercise poorly written. Copy it.

229. — Capitals and Punctuation.

(For Reference.)

I. RULES FOR THE USE OF CAPITALS, ETC.

A **Capital Letter** should be used to begin —

1. Every sentence.
2. Every line of poetry.
3. Every direct quotation.
4. All proper nouns; all words made from them; and all abbreviations of them.
5. The principal words in titles of books, and for —
6. The words I and O.

Italics [*Italic letters*] are used in printing, for —

1. A word that is very emphatic.
 2. Short titles of books; names of ships, etc.
- In writing, we should underline such words or titles.

II. RULES FOR PUNCTUATION.

The **Period** [.] must be used after —

Every complete sentence that is not a question nor an exclamation.

All abbreviations or initial letters.

A heading, title, or signature, when used alone.

The **Question-mark** [?] must be used after —

Every complete question.

The **Exclamation-point** [!] must be used after —

Every expression that is very exclamatory.

The **Comma** [,] must be used to separate from the rest of the sentence —

The name of the person spoken to.

A direct quotation, or each of the parts of one if it is divided.

The **Comma** must also be used to separate —

Words and expressions of the same kind in a series.

The parts of a compound sentence when the conjunction is omitted.

If the sentence is long, the semicolon [;] may be used.

The **Apostrophe** ['] must be used to denote —

Possession.

The omission of letters in contracted words.

The plurals of letters, figures, and signs.

Quotation-marks [“ ”] must be used to inclose —

Every direct quotation, or each of the parts into which it is divided.

The title of a book or periodical, if the title is long.

The **Hyphen** [-] must be used to separate —

The parts of some compound words.

The syllables of a word written on different lines.

See how the **Dash** [—] and the **Colon** [:] are used on p. 10 and in Lessons 19, 157, etc.

INDEX.

[THE NUMBERS REFER TO LESSONS.]

- Abbreviations —
 - Of Months, etc., 33, 34.
 - Of Titles, 15.
 - Collected, 228.
- Address on Envelopes, 44, 46.
- Adjectives, 209, 210.
 - From Proper Names, 209.
- Adverbs, 218, 219.
- Advertisements, 189, 190.
- Apostrophe —
 - In Contractions, 21, 53, 54, 93.
 - In Possessives, 27, 94, 102.
- Capitals —
 - Cities, etc., 16.
 - Days, 33.
 - Initials, 12.
 - Months, 33.
 - Persons, 12.
 - Poetry, 9.
 - Proper Nouns or Adjectives, 201, 209.
 - Rules for, 229.
 - Questions, 10.
 - Quotations, 41, 84.
 - Streets, 16.
 - Titles of Books, 84.
 - Titles of Persons, 15.
 - I* and *O*, 4.
- Choice of words —
 - Learn* or *teach*, 167.
 - Lie* or *lay*, 167, 171, 172.
 - Like* or *love*, 187.
 - May* or *can*, 187.
 - Shall* or *will*, 187.
 - Sit* or *se'*, 165.
 - Who* or *which*, 194.
- Clauses, 225-227.
- Comma —
 - In Address, 58.
- Comma —
 - In Quotations, 41.
 - In Series, 104.
 - Between Sentences, 200.
 - After *yes* or *no*, 54.
- Command Sentences, 58.
- Compositions relating to Animal Life —
 - In general, 138.
 - Camel, 162.
 - Cat, 7.
 - Coverings, 142.
 - Domestic, 52, 100.
 - Frog, 156.
 - Humming-Bird, 173.
 - Oriole, 83.
 - Owl, 196.
 - Parrot, 136.
 - Squirrel, 75.
 - Toad, 176.
 - Turtle, 18.
 - Whales, 166.
- Compositions relating to Plant Life —
 - In general, 109.
 - Flowers, 167.
 - Fruits, 66, 169.
 - Leaves, 24, 56, 87, 91.
 - Roots, 153.
 - Seeds, 169.
 - Stems, 140.
 - Trees, 124, 133.
 - Vegetables, 61.
 - Wood, 140.
- Compositions relating to [see Letter-writing] —
 - Boat-landing, 26.
 - Boy with Ship, 28.
 - Bread, 131.
 - Building, 119, 131.

Compositions relating to —
Child at Pump, 71.
Child on Dressing-case, 96.
Climate, 151.

Cube, 51.
Desk, 150.
Gems, 95.
Holidays, 182.
Horse at Crossing, 17.
Lighthouses, 178.
Little Gardener, 57.
Little Pedler, 41.
Picnic Party, 13.

Rain, 81.
Schoolhouse, 122.
Setting Table, 152.
Shoes, 120.
Slate, A, 22.
Sports, 152.
Soap-Bubbles, 186.
Sun, 70.
This Book, 73.
Umbrella, 130.

United States Flag, 89.
Watch, 31.
Water, 129.
Weather Record, 152.
Windows, 113.

Conjunctions, 222.

Contractions, 21, 53, 54, 93.

Dates, 36.

Definition-making, 59, 97, 108, 149, 170.

Dictation Exercises, 12, 15, 16, 27, 29, 38, 41,
54, 58, 67, 77, 88, 111, 114, 134.

Exclamation Point, 40, 223.

Forms of Words [see Verb Forms] —

Aren't, 55.

Did or done, 139.

Doesn't or don't, 137.

Has or have, 72, 86.

Is or are, 37, 39.

It is I, etc., 132.

Plural or Possessive, 27.

Pronoun and Antecedent, 206.

Subject and Object, 208.

There is or there are, 38.

This or these, 194.

Was or were, 62, 63.

Got, 177.

Homonyms, 11, 20, 134.

Their, there, etc., 67.

Who's or whose, 105.

Initials, 12.

Interjections, 223.

Interrogation Point, 10.

Letter-writing, 44, 45, 47, 106, 123, 147, 155,
164, 175.

Business Letters, 157, 158.

Invitations, 82.

Models, 44, 157.

Boy and Horse, 106.

Marks for Corrections, 228.

Memory Verses, 9, 19, 23, 50, 60, 64, 76, 80, 92,
101, 108, 112, 128, 146, 161.

Mistakes to avoid [see Forms of Words], 187,
194.

Not with *no*, 121.

Nouns, 201, 202, 203.

Object Forms, 208.

Ought, 187.

Parts of Speech, 224.

Adjectives, 209, 210.

Adverbs, 218, 219.

Conjunctions, 222.

Interjections, 223.

Nouns, 201-204.

Pronouns, 205-208.

Prepositions, 220, 221.

Verbs, 211-215.

Period, 1, 12, 15, 58.

Pictures —

Alden, John, 192.

Boat-landing, 26.

Boy with Boat, 28.

Boy and Horse, 106.

Bread, 131.

Bubble-blower, 186.

Camel, 181.

Can't You Talk? 1.

Child at Pump, 71.

Child on Dressing-case, 96.

English Farm Yard, 117.

Feeding her Birds, 103.

Flower analysis, 160.

Fruits, 169.

Girl writing, 50.

Horse at Crossing, 17.

Humming-bird, 173.

Kitten in Basket, 8.

Leaves, 87, 91.

Loaf of Bread, 131.

Lighthouse, 178.

Little Brother, 32.

Little Pedler, 41.

Little Gardener, 57.

Owl, 196.

Pictures —

- Parrot, 135.
- Pet's Trip, 7.
- Picnic Party, 13.
- Roots, 153.
- Section of Tree, 140.
- School Examination, 65.
- Trees, 124.
- Wounded Hound, 144.
- Whale, 166.

Poetry [see Reproduction].

Possessives, 27, 29, 94, 102, 118, 126.

Plurals ending —

- In *s*, 23, 94.
- In *es*, 77.
- In *ies*, 88.
- In *ves*, 110.
- Without *s*, 116.
- Rules for, 202.

Predicate, 199.

Prepositions, 220, 221.

Pronouns, 205-208.

Proper Names, 12, 16, 201.

Punctuation, 229.

Questions, 10.

Quotations, 41, 45.

Divided, 111.

In Titles, 84.

Review Lessons, 79, 224.

Reproduction of Prose Stories —

- Contentment, 99.
- Daisy-pickers, 39.
- How to get a Breakfast, 6.
- How to look at a Gift, 25.
- Idle Dennis, 78.
- Jamie and the Jug, 168.
- Judging by Appearances, 69.
- Larks, 195.
- Lincoln, 74.
- Newfoundland and Mastiff, 159.

Reproduction of Prose Stories —

- Patience Flower, 125.
- Somebody's Mother, 49.
- Turning the Grindstone, 43.
- Washington, 5.
- Where God is, 25.

Reproduction and Study of Poetry —

- America, 197.
- Camel's Nose, 163.
- Child's World, 64.
- Cloud, The, 92.
- Doing its Best, 30.
- First Snow-Fall, 108.
- Flag, The, 89.
- Jamie the Gentleman, 141.
- Landing of Pilgrims, 192.
- Mountain and Squirrel, 76.
- Old Ironsides, 183.
- Parrot, The, 136.
- Planting of Apple Tree, 174.
- School Days, 154.
- Trees, 124.
- Use of Flowers, 161.
- Village Blacksmith, 34.

Sentence-making [see Definitions], 48, 68
90, 180.

Sentence, Two Parts of, 199.

Sentence, Kinds, 58, 198, 200.

Statements, 1, 2.

Stories [see Reproduction, and Pictures].

Subject, 199.

Subject Forms, 208.

Synonyms, 85, 98, 115, 127, 145, 191.

Talks [see Compositions].

Titles of Persons, 15.

Of Books, 84.

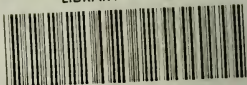
Verb Forms [see Forms], 148, 179, 181, 184,
185, 188, 193, 215.

Verbs, 211, 212, 213, 214.

Words to be Defined, 59, 97, 108, 149, 170.

JUN 10 1901

LIBRARY OF CONGRESS



0 003 237 895 A